



**We Both Read**

**Grades:** Pre K, K, 1, Early Childhood

**States:** Common Core State Standards, Head Start Child Outcomes Frameworks

**We Both Read - We All Sleep**

Summary: This title offers glimpses of animals as they live, play and sleep. Rhymes and repeating text help make the reading fun and easy. - Available in Paperback & Hardcover, and as a PDF E-Book Edition (978-1-60115-236-7)

**Common Core State Standards**

**Language Arts**

**Grade: K - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.K</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.K</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.K</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.8</b>	With prompting and support, identify the reasons an author gives to support points in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.K</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.K</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.K.4</b>	Read emergent-reader texts with purpose and understanding.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.K</b>	Language Standards
<b>CATEGORY /</b>		Vocabulary Acquisition and Use

<b>CLUSTER</b>		
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Grade: 1 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.1</b>	Ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.2</b>	Identify the main topic and retell key details of a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.5</b>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.8</b>	Identify the reasons an author gives to support points in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.10</b>	With prompting and support, read informational texts appropriately complex for grade
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.1</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.1.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.1.4a</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.1.4b</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.1</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Head Start Child Outcomes Frameworks**

**Early Childhood Education**

**Grade: Early Childhood - Adopted 2010**

<b>DOMAIN</b>	<b>HS.LD.</b>	LANGUAGE DEVELOPMENT
<b>DOMAIN ELEMENT</b>	<b>LD.1.</b>	RECEPTIVE LANGUAGE: The ability to comprehend or understand language.
<b>INDICATORS</b>	<b>LD.1.1.</b>	Attends to language during conversations, songs, stories, or other learning

		experiences.
<b>INDICATORS</b>	<b>LD.1.2.</b>	Comprehends increasingly complex and varied vocabulary.
<b>DOMAIN</b>	<b>HS.LKS.</b>	LITERACY KNOWLEDGE & SKILLS
<b>DOMAIN ELEMENT</b>	<b>LKS.1.</b>	BOOK APPRECIATION AND KNOWLEDGE: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.
<b>INDICATORS</b>	<b>LKS.1.1.</b>	Shows interest in shared reading experiences and looking at books independently.
<b>INDICATORS</b>	<b>LKS.1.3.</b>	Asks and answers questions and makes comments about print materials.
<b>INDICATORS</b>	<b>LKS.1.4.</b>	Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
<b>DOMAIN</b>	<b>HS.LKS.</b>	LITERACY KNOWLEDGE & SKILLS
<b>DOMAIN ELEMENT</b>	<b>LKS.2.</b>	PHONOLOGICAL AWARENESS: An awareness that language can be broken into words, syllables, and smaller pieces of sound.
<b>INDICATORS</b>	<b>LKS.2.1.</b>	Identifies and discriminates between words in language.