

We Both Read Grades: K, 1, 2, 3

States: Common Core State Standards

We Both Read - All fiction titles correlate to these standards.

Summary: Summary: The We Both Read books dramatically increase parent involvement in reading and are perfect for Title I Programs for Parent Involvement, as well as Title I RTI programs. The concept of the series is simple: each book is specially formatted for a parent and child to take turns reading aloud alternate pages. Parents read the left-hand pages, which feature higher level text (at about a 5th grade reading level), and students read the right-hand pages, which feature text that matches the students' reading skills. A large research study on We Both Read has confirmed the success of these books in significantly improving fluency and reading scores.

Common Core State Standards Language Arts

Grade: K - Adopted 2010

STRAND / DOMAIN	CCSS.ELA- Literacy.RL.K	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA- Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	CCSS.ELA- Literacy.RL.K	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA- Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
STANDARD	CCSS.ELA- Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
STRAND / DOMAIN	CCSS.ELA- Literacy.RL.K	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA- Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STRAND / DOMAIN	CCSS.ELA- Literacy.RL.K	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA- Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA- Literacy.RF.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA- Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA- Literacy.SL.K	Speaking and Listening Standards

	Comprehension and Collaboration	
CCSS.ELA- Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	
CCSS.ELA- Literacy.SL.K.1b	Continue a conversation through multiple exchanges.	
CCSS.ELA- Literacy.L.K	Language Standards	
	Vocabulary Acquisition and Use	
CCSS.ELA- Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
Grade: 1 - Adopted 2010		
CCSS.ELA- Literacy.RL.1	Reading Standards for Literature	
	Key Ideas and Details	
CCSS.ELA- Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
CCSS.ELA- Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	
	Literacy.SL.K.1 CCSS.ELA- Literacy.SL.K.1a CCSS.ELA- Literacy.SL.K.1b CCSS.ELA- Literacy.L.K CCSS.ELA- Literacy.L.K.6 CCSS.ELA- Literacy.RL.1	

		Grade: 1 - Adopted 2010
STRAND / DOMAIN	CCSS.ELA- Literacy.RL.1	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA- Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	CCSS.ELA- Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	CCSS.ELA- Literacy.RL.1	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA- Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN	CCSS.ELA- Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA- Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade
STRAND / DOMAIN	CCSS.ELA- Literacy.RF.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA- Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA- Literacy.RF.1.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.ELA- Literacy.RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN	CCSS.ELA- Literacy.SL.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA- Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.ELA- Literacy.SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.ELA- Literacy.SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN	CCSS.ELA- Literacy.SL.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration

STANDARD CCSS.ELA-

Literacy.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

 $\label{eq:Grade: 2 - Adopted 2010} Grade: 2 - Adopted 2010$

CCSS.ELA- Literacy.RL.2 CATEGORY / CLUSTER STANDARD CCSS.ELA- Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges. STRAND / DOMAIN CCSS.ELA- Literacy.RL.2.6 STRAND / DOMAIN CCSS.ELA- Literacy.RL.2.6 STANDARD CCSS.ELA- Literacy.RL.2.7 CATEGORY / CLUSTER STANDARD CCSS.ELA- Literacy.RL.2.7 STRAND / DOMAIN CCSS.ELA- Literacy.RL.2.1 STANDARD CCSS.ELA- Literacy.RL.2.1 STANDARD CCSS.ELA- Literacy.RL.2.1 Reading Standards for Literature Literacy.RL.2.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. STANDARD CCSS.ELA- Literacy.RL.2.10 Reading Standards for Literature Literacy.RL.2.10 STANDARD CCSS.ELA- Literacy.RL.2.10 Reading Standards for Literature Literacy.RL.2.10 STANDARD CCSS.ELA- Literacy.RL.2.10 Reading Standards for Literature STANDARD CCSS.ELA- Literacy.RL.2.10 Reading Standards for Informational Text Literac			Grade. 2 - Adopted 2010
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CATEGORY / CLUSTER STANDARD CCSS.ELA- Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. STRAND / CCSS.ELA- Literacy.RL.2.7 Integration of Knowledge and Ideas CATEGORY / CLUSTER STANDARD CCSS.ELA- Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. STRAND / DOMAIN CCSS.ELA- Literacy.RL.2.10 Reading Standards for Literature CATEGORY / CLUSTER STANDARD CCSS.ELA- Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. STRAND / DOMAIN CCSS.ELA- Literacy.RL.2.10 Reading Standards for Informational Text Literacy.RL.2.10 Range of Reading and Level of Text Complexity CATEGORY / CLUSTER STANDARD CCSS.ELA- Literacy.RL.2.10 Reading Standards for Informational Text Literacy.RL.2.10 Range of Reading and Level of Text Complexity CCSS.ELA- Literacy.RL.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. STRAND / CCSS.ELA- Literacy.RL.2.2 Reading Standards: Foundational Skills Literacy.RL.2.4 Reading Standards: Foundational Skills Literacy.RL.2.4 Read on-level text with purpose and understanding. EXPECTATION CCSS.ELA- Literacy.RL.2.4 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. STANDARD CCSS.ELA- Literacy.SL.2 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. STANDARD CCSS.ELA- Literacy.SL.2 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. STANDARD CCSS.EL	STANDARD		Describe how characters in a story respond to major events and challenges.
STANDARD CCSS.ELA- Literacy.RL.2.6 STRAND / DOMAIN CCSS.ELA- Literacy.RL.2.2 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. STRAND / DOMAIN CCSS.ELA- Literacy.RL.2.1 STANDARD CCSS.ELA- Literacy.RL.2.2 CATEGORY / CLUSTER STANDARD CCSS.ELA- Literacy.RL.2.3 CATEGORY / CLUSTER STANDARD CCSS.ELA- Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetly, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. STANDARD CCSS.ELA- Literacy.RL.2.10 STANDARD CCSS.ELA- Literacy.RL.2.4 EXPECTATION CCSS.ELA- Literacy.RL.2.5 CCMTEGORY CCSS.ELA- Literacy.RL.2.4 EXPECTATION CCSS.ELA- Literacy.RL.2.4 EXPECTATION CCSS.ELA- Literacy.RL.2.5 CCMTEGORY CCSS.ELA- Literacy.RL.2.4 EXPECTATION CCSS.ELA- Literacy.RL.2.4 EXPECTATION			Reading Standards for Literature
Literacy.RL.2.6 Speaking in a different voice for each character when reading dialogue aloud.			Craft and Structure
CATEGORY CCSS.ELA- Literacy.RL.2 By the end of the year, read and comprehend literature, including as needed at the high end of the range. STANDARD CCSS.ELA- Literacy.RL.2.1 By the end of the year, read and comprehend literature, including as needed at the high end of the range. STRAND / DOMAIN CCSS.ELA- Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. STRAND / DOMAIN CCSS.ELA- Literacy.RL.2.10 Reading Standards for Informational Text	STANDARD		
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CATEGORY CUSS.ELA-Literacy.R1.2.10 Expectation CCSS.ELA-Literacy.R2.4 Read on-level text with purpose and understanding. Expectation CCSS.ELA-Literacy.R2.4 Read on-level text with purpose and understanding. CCSS.ELA-Literacy.R2.4 Read on-level text with accuracy, appropriate rate, and expression on STANDARD CCSS.ELA-Literacy.R3.2 Read on-level text orally with accuracy and tiverse partners about grade 2. CATEGORY CATEGORY CCSS.ELA-Literacy.R3.2 Read on-level text with diverse partners about grade 2. CATEGORY CCSS.ELA-Literacy.R3.2 Read on-level text with diverse partners about grade 2. CATEGORY CCSS.ELA-Literacy.R3.2 Read on-level text with diverse partners about grade 2. CCSS.ELA-Literacy.R3.2 CCSS.ELA-Literacy.R3.2 CCSS.ELA-Literacy.R3.2 Read on-level text with purpose and understanding. CCSS.ELA-Literacy.R3.2 CCCSS.ELA-Literacy.R3.2 CCCSS.ELA-Literacy.R3	STANDARD		Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. STRAND CCSS.ELA-Literacy.RI.2 Reading Standards for Informational Text			Reading Standards for Literature
Literacy,RL.2.10 poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. STRAND / DOMAIN CCSS.ELA-Literacy,RI.2 Reading Standards for Informational Text Reading Standards for Informational Text CATEGORY / CLUSTER STANDARD CCSS.ELA-Literacy,RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. STRAND / DOMAIN CCSS.ELA-Literacy,RF.2.4 EXPECTATION CCSS.ELA-Literacy,RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Literacy,RF.2.4b Read on-level text with purpose and understanding. EXPECTATION CCSS.ELA-Literacy,RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. STRAND / DOMAIN CCSS.ELA-Literacy,RF.2.4b Speaking and Listening Standards CCMPrehension and Collaboration CCMPrehension and Collaboration with diverse partners about grade 2			Range of Reading and Level of Text Complexity
CATEGORY CLUSTER Range of Reading and Level of Text Complexity	STANDARD		poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as
STANDARD CCSS.ELA- Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. STRAND / DOMAIN CCSS.ELA- Literacy.RF.2 Fluency STANDARD CCSS.ELA- Literacy.RF.2.4 EXPECTATION CCSS.ELA- Literacy.RF.2.4a Read on-level text with purpose and understanding. EXPECTATION CCSS.ELA- Literacy.RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. STRAND / DOMAIN CCSS.ELA- Literacy.RF.2.4b Speaking and Listening Standards CATEGORY / CLUSTER STANDARD CCSS.ELA- Literacy.SL.2 CATEGORY / CLUSTER STANDARD CCSS.ELA- Participate in collaboration swith diverse partners about grade 2			Reading Standards for Informational Text
Literacy.RI.2.10 history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. STRAND / DOMAIN			Range of Reading and Level of Text Complexity
CATEGORY / CLUSTER STANDARD CCSS.ELA- Literacy.RF.2.4 EXPECTATION CCSS.ELA- Literacy.RF.2.4a EXPECTATION CCSS.ELA- Literacy.RF.2.4b Read on-level text with purpose and understanding. EXPECTATION CCSS.ELA- Literacy.RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. STRAND / DOMAIN CCSS.ELA- Literacy.SL.2 CATEGORY / CLUSTER STANDARD CCSS.ELA- Participate in collaborative conversations with diverse partners about grade 2	STANDARD		history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the
CLUSTER Read with sufficient accuracy and fluency to support comprehension. STANDARD CCSS.ELA-Literacy.RF.2.4 Read on-level text with purpose and understanding. EXPECTATION CCSS.ELA-Literacy.RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. STRAND / DOMAIN CCSS.ELA-Literacy.SL.2 Speaking and Listening Standards CATEGORY / CLUSTER Comprehension and Collaboration STANDARD CCSS.ELA-Participate in collaborative conversations with diverse partners about grade 2			Reading Standards: Foundational Skills
EXPECTATION CCSS.ELA- Literacy.RF.2.4a Read on-level text with purpose and understanding. EXPECTATION CCSS.ELA- Literacy.RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. STRAND / DOMAIN CCSS.ELA- Literacy.SL.2 Speaking and Listening Standards CATEGORY / CLUSTER Comprehension and Collaboration STANDARD CCSS.ELA- Participate in collaborative conversations with diverse partners about grade 2			Fluency
EXPECTATION CCSS.ELA- Literacy.RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. STRAND / DOMAIN CCSS.ELA- Literacy.SL.2 Speaking and Listening Standards CATEGORY / CLUSTER Comprehension and Collaboration STANDARD CCSS.ELA- Participate in collaborative conversations with diverse partners about grade 2	STANDARD		Read with sufficient accuracy and fluency to support comprehension.
Literacy.RF.2.4b successive readings.	EXPECTATION		Read on-level text with purpose and understanding.
DOMAIN Literacy.SL.2 CATEGORY / CLUSTER Comprehension and Collaboration STANDARD CCSS.ELA- Participate in collaborative conversations with diverse partners about grade 2	EXPECTATION		
CLUSTER Participate in collaborative conversations with diverse partners about grade 2			Speaking and Listening Standards
			Comprehension and Collaboration
Literacy, Sc. 2.1	STANDARD	CCSS.ELA- Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION CCSS.ELA- Literacy.SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	EXPECTATION		ways, listening to others with care, speaking one at a time about the topics and
EXPECTATION CCSS.ELA-Literacy.SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	EXPECTATION		
EXPECTATION CCSS.ELA- Literacy.SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	EXPECTATION		

Grade: 3 - Adopted 2010

STRAND / CCSS.ELA- Reading Standards for Literature

DOMAIN	Literacy.RL.3	
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA- Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
STANDARD	CCSS.ELA- Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
STRAND / DOMAIN	CCSS.ELA- Literacy.RL.3	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA- Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
STANDARD	CCSS.ELA- Literacy.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
STRAND / DOMAIN	CCSS.ELA- Literacy.RL.3	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA- Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
STRAND / DOMAIN	CCSS.ELA- Literacy.RL.3	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA- Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA- Literacy.RF.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA- Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA- Literacy.RF.3.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA- Literacy.SL.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA- Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA- Literacy.SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topi to explore ideas under discussion.
EXPECTATION	CCSS.ELA- Literacy.SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.ELA- Literacy.SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	CCSS.ELA- Literacy.SL.3.1d	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.ELA- Literacy.SL.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA- Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually,

		quantitatively, and orally.
STRAND / DOMAIN	CCSS.ELA- Literacy.L.3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA- Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).