

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
STANDARD CCSS.ELA- Literacy,RL.2.3 STAND / DOMAIN CCSS.ELA- DOMAIN CCSS.ELA- Literacy,RL.2.6 STANDARD CCSS.ELA- Literacy,RL.2.6 STANDARD CCSS.ELA- Literacy,RL.2.6 STANDARD CCSS.ELA- Literacy,RL.2.7 CATEGORY / CLUSTER STANDARD CCSS.ELA- Literacy,RL.2.10 CCSS.ELA- Literacy,RL.2.10 STANDARD CCSS.ELA- Literacy,RL.2.10 Reading Standards for Informational Text Literacy,RL.2.10 STANDARD CCSS.ELA- Literacy,RL.2.10 STANDARD CCSS.ELA- Literacy,RL.2.10 STANDARD CCSS.ELA- Literacy,RL.2.10 CCSS.ELA- Literacy,RL.2.10 STANDARD CCSS.ELA- Literacy,RL.2.10 CCSS.ELA- Literacy,RL.2.10 STANDARD CCSS.ELA- Literacy,RL.2.10 STANDARD CCSS.ELA- Literacy,RL.2.10 CCSS.ELA- Literacy,RL.2.10 STANDARD CCSS.ELA- Literacy,RL.2.10 CCSS.ELA- Literacy,RL.2.10 STANDARD CCSS.ELA- Literacy,RL.2.10 CCSS.ELA- Literacy,RL.2.40 CCSS.ELA- Literacy,RL.2			Reading Standards for Literature
CCS.ELA- CCS.ELA- CCS.ELA- Literacy.RL.2. Category CCS.ELA- Literacy.RL.2.6 CCS.ELA- Literacy.RL.2.7 Category CCS.ELA- Literacy.RL.2.7 Literacy.RL.2.7 Lost information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. STRAND CCS.ELA- Literacy.RL.2.7 Range of Reading and Level of Text Complexity CLUSTER STANDARD CCS.ELA- Literacy.RL.2.10 CCS.ELA- Literacy.RL.2.2.10 CCS.ELA- Literacy.RL.2.2.10 CCS.ELA- Literacy.RL.2.10 CCS.ELA- Literacy.RL.2.2.10 CCS.ELA- Literacy.RL.2.10 CCS.ELA- Literacy.RL.2.2.10 CCS.ELA-			Key Ideas and Details
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 Reading Standards for Literature Literacy.RL.2.4 Reading Standards for Interature independent of 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 Reading Standards for Literature 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. STANDARD CCSS.ELA- Literacy.RL.2.10 By the end of year, read and comprehend informational texts, including high end of the range. STANDARD CCSS.ELA- Literacy.RL.2.10 By the end of year, read and comprehend informational texts, including high end of the range. STRAND / DOMAIN CCSS.ELA- Literacy.RF.2.4 By the end of year, read and comprehend informational texts, including high end of the range. STRAND / CCSS.ELA- Literacy.RF.2.4 Fluency CATEGORY / CCSS.ELA- Literacy.RF.2.4 Reading Standards: Foundational Skills Fluency CATEGORY / CCSS.ELA- Literacy.RF.2.4 Read on-level text with purpose and understanding. CCSS.ELA- Literacy.RF.2.4 EXPECTATION CCSS.ELA- Literacy.RF.2.4 Read on-level text with purpose and understanding. CCSS.ELA- Literacy.RF.2.4 EXPECTATION CCSS.ELA- Literacy.RF.2.4 Speaking and Listening Standards Comprehension and Collaboration CATEGORY / CUSS.ELA- Literacy.SL.2 CATEGORY / COSS.ELA- Literacy.SL.2 CATEGORY / COSS.ELA- Literacy.SL.2 CATEGORY / COSS.ELA- Literacy.RF.2.4 CATEGORY / COSS.ELA- Literacy.RF.2.4 CATEGORY / COSS.ELA- Literacy.RF.2.4 CATEGORY /			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		
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 CCSS.ELA- Literacy.RL.2.2 Reading Standards for Literature CATEGORY CLUSTER Range of Reading and Level of Text Complexity 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 CCSS.ELA- Literacy.RL.2.10 Range of Reading and Level of Text Complexity CLUSTER Range of Reading and Level of Text Complexity CCSS.ELA- Literacy.RL.2.10 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.RR.2.2 Reading Standards: Foundational Skills			Reading Standards for Literature
Literacy.RL.2.7 to demonstrate understanding of its characters, setting, or plot. STRAND CCSS.ELA- Literacy.RL.2 Reading Standards for Literature CATEGORY CLUSTER Range of Reading and Level of Text Complexity 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 CCSS.ELA- Literacy.RI.2 Reading Standards for Informational Text CATEGORY CLUSTER			Integration of Knowledge and Ideas
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).

We Both Read - All nonfiction 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

		Grade: K - Adopted 2010
STRAND / DOMAIN	CCSS.ELA- Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA- Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
STANDARD	CCSS.ELA- Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.ELA- Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA- Literacy.RI.K.7	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).
STANDARD	CCSS.ELA- Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.ELA- Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA- Literacy.RI.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		Phonics and Word Recognition
STANDARD	CCSS.ELA- Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	CCSS.ELA- Literacy.RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
STRAND / DOMAIN	CCSS.ELA- Literacy.SL.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	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.
EXPECTATION	CCSS.ELA- Literacy.SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

EXPECTATION		Continue a conversation through multiple exchanges.
	Literacy.SL.K.1b	Crade: 1 Adented 2010
STRAND /	CCSS.ELA-	Grade: 1 - Adopted 2010 Reading Standards for Informational Text
DOMAIN	Literacy.RI.1	Reading Standards for informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA- Literacy.RI.1.1	Ask and answer questions about key details in a text.
STANDARD	CCSS.ELA- Literacy.RI.1.2	Identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.ELA- Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA- Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN	CCSS.ELA- Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA- Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
STANDARD	CCSS.ELA- Literacy.RI.1.8	Identify the reasons an author gives to support points in a text.
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.1.4b	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.
		Grade: 2 - Adopted 2010
STRAND / DOMAIN	CCSS.ELA- Literacy.RI.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA- Literacy.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	CCSS.ELA- Literacy.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	CCSS.ELA-	Reading Standards for Informational Text

CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA- Literacy.RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
STANDARD	CCSS.ELA- Literacy.RI.2.8	Describe how reasons support specific points the author makes in a text.
STRAND / DOMAIN	CCSS.ELA- Literacy.RF.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Phonics and Word Recognition
STANDARD	CCSS.ELA- Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	CCSS.ELA- Literacy.RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.
STRAND / DOMAIN	CCSS.ELA- Literacy.RF.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA- Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
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- 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	CCSS.ELA- Literacy.SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.ELA- Literacy.SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.ELA- Literacy.SL.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA- Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Grade: 3 - Adopted 2010		
STRAND / DOMAIN	CCSS.ELA- Literacy.RI.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA- Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD	CCSS.ELA- Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / DOMAIN	CCSS.ELA- Literacy.RI.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA- Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Speaking and Listening Standards

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.3

STRAND / DOMAIN

CATEGORY /

CLUSTER		
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 topic 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.