



**You Read to Me, Ill Read to You**

**State:** Common Core State Standards

**Subject:** Language Arts

**Grades:** 1, 2, 3

**You Read to Me, Ill Read to You**

You Read to Me, I'll Read to You-Very Short Tall Tales to Read Together (978-0-316-18329-1)  
 Summary: New twists on folklore characters, including Johnny Appleseed, Annie Oakley, Paul Bunyan, John Henry, and more!

**Common Core State Standards**

**Language Arts**

**Grade 1 - Adopted: 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.1</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.1.1</b>	Ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.1</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<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.1.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.1</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.1.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.L.1.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.

## Language Arts

Grade 2 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.2</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.2.3</b>	Describe how characters in a story respond to major events and challenges.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.2</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.2</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.2.10</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.2</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.2.4a</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.2.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.2</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.2</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.L.2.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.

## Common Core State Standards

### Language Arts

Grade 3 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.3</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.3.2</b>	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.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.3</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.3.5</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.3</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.3.7</b>	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).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.3</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.3.10</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.3</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.3.4a</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.3.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.3</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.3.2</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.3</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.3.4</b>	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.L.3.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.3</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.3.6</b>	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).