



Main Criteria: We Both Read

Secondary Criteria: Common Core State Standards, Head Start Child Development and Learning Framework

Subjects: Early Childhood Education, Language Arts, Mathematics

Grades: K, 1, Ages 3-5

We Both Read

We Both Read - How Many? A Counting Book

Summary: Questions offer students opportunity to count from 1-10, as well as making guesses and conclusions about what is happening in each illustration. Prepares students for reading and math.

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.K.1	With prompting and support, ask and answer questions about key details in a text.
STANDARD	CCSS.EL A-Literacy.R I.K.2	With prompting and support, identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.K.10	Actively engage in group reading activities with purpose and understanding.

STRAND / DOMAIN	CCSS.EL A-Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.1.1	Ask and answer questions about key details in a text.
STANDARD	CCSS.EL A-Literacy.R I.1.2	Identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STANDARD	CCSS.EL A-Literacy.R I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas

CLUSTER		
STANDARD	CCSS.EL A- Literacy.R I.1.7	Use the illustrations and details in a text to describe its key ideas.
STANDARD	CCSS.EL A- Literacy.R I.1.8	Identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.1.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .1.4	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.
EXPECTATION	CCSS.EL A- Literacy.L .1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

Common Core State Standards

Mathematics

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.Ma th.Practic e	Mathematical Practices
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CATEGORY / CLUSTER	CCSS.Math.Practice.MP7	Look for and make use of structure.
STRAND / DOMAIN	CCSS.Math.Content.K.CC	Counting and Cardinality
CATEGORY / CLUSTER	CCSS.Math.Content.K.CC.A	Know number names and the count sequence.
STANDARD	CCSS.Math.Content.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
STRAND / DOMAIN	CCSS.Math.Content.K.CC	Counting and Cardinality
CATEGORY / CLUSTER	CCSS.Math.Content.K.CC.B	Count to tell the number of objects.
STANDARD	CCSS.Math.Content.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
EXPECTATION	CCSS.Math.Content.K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.

Common Core State Standards

Mathematics

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.Math.Practice	Mathematical Practices
CATEGORY / CLUSTER	CCSS.Math.Practice.MP7	Look for and make use of structure.

Head Start Child Development and Learning Framework

Early Childhood Education

Grade Ages 3-5 - Adopted: 2015

DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH4.	Child compares numbers.
INDICATOR	P-MATH4.1.	Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.
DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH3.	Child understands the relationship between numbers and quantities.
INDICATOR	P-MATH3.1.	Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).
DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH4.	Child compares numbers.

INDICATOR	P-MATH4.1.	Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.
DOMAIN	HS.LC.B-60.	Language and Communication (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: VOCABULARY
GOAL	P-LC6.	Child understands and uses a wide variety of words for a variety of purposes.
INDICATOR	P-LC6.2.	Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.
INDICATOR	P-LC6.4.	With support, forms guesses about the meaning of new words from context clues.
DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH3.	Child understands the relationship between numbers and quantities.
INDICATOR	P-MATH3.2.	Counts and answers "How many?" questions for approximately 10 objects.
INDICATOR	P-MATH3.3.	Accurately counts as many as 5 objects in a scattered configuration.
INDICATOR	P-MATH3.5.	Understands that the last number said represents the number of objects in a set.
DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH5.	Child associates a quantity with written numerals up to 5 and begins to write numbers.
INDICATOR	P-MATH5.1.	Associates a number of objects with a written numeral 0-5.
DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING
GOAL	P-MATH6.	Child understands addition as adding to and understands subtraction as taking away from.
INDICATOR	P-MATH6.3.	With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, "Five, four, three...two!" (keeping track with fingers).