



**We Both Read**  
**Grades: 3, 4, 5**  
**States: Common Core State Standards**

We Both Read - The Boy Who Carried the Flag  
 Summary: During the Revolutionary War, a young boy volunteers for a dangerous mission. He sets out in a winter storm carrying a new flag for General Washington and his soldiers camped at Valley Forge.  
 - Available in Paperback and Hardcover, and also as a PDF E-Book Edition (978-1-60115-248-0)

**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>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.3.5</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-</b>	Use context to confirm or self-correct word recognition and understanding,

	<b>Literacy.RF.3.4c</b>	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.3.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.L.3.5a</b>	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<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).

**Grade: 4 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.4</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.4.3</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.4</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.4.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.4</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.4.4a</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.4.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.4</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.W.4.9a</b>	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]:").
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.4</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.4.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.L.4.4a</b>	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.4</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Grade: 5 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.5</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.5</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.5.7</b>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.5</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.5.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.5</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.5.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.5.4a</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.5.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.5</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge

<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.W.5.9 a</b>	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.5</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.5.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.L.5.4 a</b>	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.5</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.5.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).