



We Both Read

Grades: Pre K, K, Early Childhood

States: Common Core State Standards, Head Start Child Outcomes Frameworks

We Both Read - My Day

Summary: This charming story about a boy's simple, happy day is the perfect introduction to reading! - Available in Paperback, Hardcover, and in an Interactive Ebook Edition (978-1-891327-44-5)

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.1	With prompting and support, ask and answer questions about key details in a text.
STANDARD	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
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.L.K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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Head Start Child Outcomes Frameworks

Early Childhood Education

Grade: **Early Childhood** - Adopted 2010

DOMAIN	HS.LD.	LANGUAGE DEVELOPMENT
DOMAIN ELEMENT	LD.1.	RECEPTIVE LANGUAGE: The ability to comprehend or understand language.
INDICATORS	LD.1.1.	Attends to language during conversations, songs, stories, or other learning experiences.
INDICATORS	LD.1.2.	Comprehends increasingly complex and varied vocabulary.
DOMAIN	HS.LKS.	LITERACY KNOWLEDGE & SKILLS
DOMAIN ELEMENT	LKS.1.	BOOK APPRECIATION AND KNOWLEDGE: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.
INDICATORS	LKS.1.1.	Shows interest in shared reading experiences and looking at books independently.
INDICATORS	LKS.1.3.	Asks and answers questions and makes comments about print materials.
INDICATORS	LKS.1.4.	Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
DOMAIN	HS.LKS.	LITERACY KNOWLEDGE & SKILLS
DOMAIN ELEMENT	LKS.2.	PHONOLOGICAL AWARENESS: An awareness that language can be broken into words, syllables, and smaller pieces of sound.
INDICATORS	LKS.2.1.	Identifies and discriminates between words in language.