



**We Both Read**  
**Grades: K, 1, 2, 3**  
**States: Common Core State Standards**

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**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.K</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.K</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.7</b>	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).
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.8</b>	With prompting and support, identify the reasons an author gives to support points in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.K</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.K</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Phonics and Word Recognition
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.K.3a</b>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.K</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration

<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.K.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.K.1b</b>	Continue a conversation through multiple exchanges.

**Grade: 1 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.1</b>	Ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.2</b>	Identify the main topic and retell key details of a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.8</b>	Identify the reasons an author gives to support points in a text.
<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.1.4b</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.1</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.1.1</b>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.1.1a</b>	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).
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.1.1b</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.1</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Grade: 2 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.2</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-</b>	Ask and answer such questions as who, what, where, when, why, and how to

	<b>Literacy.RI.2.1</b>	demonstrate understanding of key details in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.2.2</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.2</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.2.8</b>	Describe how reasons support specific points the author makes in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.2</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Phonics and Word Recognition
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.2.3e</b>	Identify words with inconsistent but common spelling-sound correspondences.
<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.2.4b</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<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.2.1</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.2.1a</b>	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).
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.2.1b</b>	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.2.1c</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<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.

**Grade: 3 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.3</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.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.RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.3</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-</b>	Use information gained from illustrations (e.g., maps, photographs) and the

	<b>Literacy.RI.3.7</b>	words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<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.3.1</b>	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.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.3.1a</b>	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.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.3.1b</b>	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).
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.3.1c</b>	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.3.1d</b>	Explain their own ideas and understanding in light of the discussion.
<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.