



We Both Read
Grades: K, 1, 2, 3

States: Alaska English/Language Arts and Mathematics 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.

Alaska English/Language Arts and Mathematics Standards

Language Arts

Grade: **K** - Adopted **2012**

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| STRAND / DOMAIN | AK.CC.RI.K. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | RI.K.1. | With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. |
| STANDARD | RI.K.2. | With prompting and support, identify the main topic and retell key details of a text. |
| STRAND / DOMAIN | AK.CC.RI.K. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | RI.K.7. | 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). |
| STANDARD | RI.K.8. | With prompting and support, identify the opinions an author states in a text. |
| STRAND / DOMAIN | AK.CC.RI.K. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | RI.K.10. | Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed. |
| STRAND / DOMAIN | AK.CC.RF.K. | Foundational Skills |
| CATEGORY / CLUSTER | | Phonics and Word Recognition |
| STANDARD | RF.K.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION | RF.K.3.a. | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. |
| STRAND / DOMAIN | AK.CC.SL.K. | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |

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

Grade: 1 - Adopted 2012

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| STRAND / DOMAIN | AK.CC.RI.1. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | RI.1.1. | With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. |
| STANDARD | RI.1.2. | Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text. |
| STRAND / DOMAIN | AK.CC.RI.1. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | RI.1.6. | Distinguish between information provided by photos or other graphics and information provided by the words in a text. |
| STRAND / DOMAIN | AK.CC.RI.1. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | RI.1.7. | Use the illustrations and details in a text to describe its key ideas. |
| STANDARD | RI.1.8. | Identify the opinions an author states to support points in a text. |
| STRAND / DOMAIN | AK.CC.RF.1. | Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | RF.1.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.1.4.b. | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| STRAND / DOMAIN | AK.CC.SL.1. | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1.a. | 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). |
| EXPECTATION | SL.1.1.b. | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| STRAND / DOMAIN | AK.CC.SL.1. | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

Grade: 2 - Adopted 2012

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| STRAND / DOMAIN | AK.CC.RI.2. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | RI.2.1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text. |
| STANDARD | RI.2.2. | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |

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| STRAND / DOMAIN | AK.CC.RI.2. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | RI.2.7. | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| STANDARD | RI.2.8. | Describe how reasons given support specific opinions the author states in a text. |
| STRAND / DOMAIN | AK.CC.RF.2. | Foundational Skills |
| CATEGORY / CLUSTER | | Phonics and Word Recognition |
| STANDARD | RF.2.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION | RF.2.3.e. | Identify words with inconsistent but common spelling-sound correspondences. |
| STRAND / DOMAIN | AK.CC.RF.2. | Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | RF.2.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.2.4.b. | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| STRAND / DOMAIN | AK.CC.SL.2. | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | SL.2.1. | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.2.1.a. | 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). |
| EXPECTATION | SL.2.1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
| EXPECTATION | SL.2.1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussions. |
| STRAND / DOMAIN | AK.CC.SL.2. | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | SL.2.2. | Retell or describe key ideas or details from a text read aloud or information presented orally or through other media. |

Grade: 3 - Adopted 2012

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| STRAND / DOMAIN | AK.CC.RI.3. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | RI.3.1. | Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the text says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers. |
| STANDARD | RI.3.2. | Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea. |
| STRAND / DOMAIN | AK.CC.RI.3. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| STRAND / DOMAIN | AK.CC.SL.3. | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |

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| CLUSTER | | |
| STANDARD | SL.3.1. | 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. |
| EXPECTATION | SL.3.1.a. | After learning a protocol (e.g., Socratic method), 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. |
| EXPECTATION | SL.3.1.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). |
| EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| STRAND / DOMAIN | AK.CC.SL.3. | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | SL.3.2. | 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. |