Main Criteria: We Both Read
Secondary Criteria: Common Core State Standards, Head Start Child Development and Learning Framework
Subjects: Early Childhood Education, Language Arts
Grades: K, 1, Ages 3-5

We Both Read

We Both Read - Can You Find? An ABC Book
Summary: Supports learning of letters and their sounds with fun and humor. Students search each illustration for a letter and the sounds of that letter.

Common Core State Standards

Language Arts

Grade **K** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
STANDARD	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.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	CCSS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity

STANDARD	CCSS.ELA-Literacy.RI.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		Print Concepts
STANDARD	CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	CCSS.ELA-Literacy.RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	CCSS.ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Phonological Awareness
STANDARD	CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	CCSS.ELA-Literacy.RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Phonics and Word Recognition
STANDARD	CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	CCSS.ELA-Literacy.RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
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.SL.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and

	Literacy.SL.K.2	requesting clarification if something is not understood.
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.**

Common Core State Standards

Language Arts

Grade **1** - Adopted: **2010**

STRAND / DOMAIN	**CCSS.ELA-Literacy.RI.1**	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Key Ideas and Details**
STANDARD	**CCSS.ELA-Literacy.RI.1.1**	**Ask and answer questions about key details in a text.**
STANDARD	**CCSS.ELA-Literacy.RI.1.2**	**Identify the main topic and retell key details of a text.**
STRAND / DOMAIN	**CCSS.ELA-Literacy.RI.1**	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Craft and Structure**
STANDARD	**CCSS.ELA-Literacy.RI.1.4**	**Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**
STANDARD	**CCSS.ELA-Literacy.RI.1.6**	**Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**
STRAND / DOMAIN	**CCSS.ELA-Literacy.RI.1**	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Integration of Knowledge and Ideas**
STANDARD	**CCSS.ELA-Literacy.RI.1.7**	**Use the illustrations and details in a text to describe its key ideas.**
STANDARD	**CCSS.ELA-Literacy.RI.1.8**	**Identify the reasons an author gives to support points in a text.**
STRAND / DOMAIN	**CCSS.ELA-Literacy.RI.1**	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Range of Reading and Level of Text Complexity**
STANDARD	**CCSS.ELA-Literacy.RI.1.10**	**With prompting and support, read informational texts appropriately complex for grade 1.**

STRAND / DOMAIN	CCSS.ELA-Literacy.RF.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Phonological Awareness
STANDARD	CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	CCSS.ELA-Literacy.RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Phonics and Word Recognition
STANDARD	CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	CCSS.ELA-Literacy.RF.1.3b	Decode regularly spelled one-syllable words.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.1.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.ELA-Literacy.RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.L.1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-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.ELA-Literacy.L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

	Literacy.L.1.4a	

Head Start Child Development and Learning Framework

Early Childhood Education

Grade **Ages 3-5** - Adopted: **2015**

DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: PHONOLOGICAL AWARENESS
GOAL	P-LIT1.	Child demonstrates awareness that spoken language is composed of smaller segments of sound.
INDICATOR	P-LIT1.1.	Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.
DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PHONOLOGICAL AWARENESS
GOAL	P-LIT1.	Child demonstrates awareness that spoken language is composed of smaller segments of sound.
INDICATOR	P-LIT1.1.	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.
DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE
GOAL	P-LIT3.	Child identifies letters of the alphabet and produces correct sounds associated with letters.
INDICATOR	P-LIT3.1.	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.
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.LIT.B-60.	Literacy (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PHONOLOGICAL AWARENESS
GOAL	P-LIT1.	Child demonstrates awareness that spoken language is composed of smaller segments of sound.
INDICATOR	P-LIT1.2.	Produces the beginning sound in a spoken word, such as "Dog begins with /d/."
INDICATOR	P-LIT1.3.	Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"
DOMAIN	HS.LIT.B-60.	Literacy (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE
GOAL	P-LIT3.	Child identifies letters of the alphabet and produces correct sounds associated with letters.
INDICATOR	P-LIT3.2.	Knows the sounds associated with several letters.