



**Main Criteria:** We Both Read Series

**Secondary Criteria:** Common Core State Standards

**Subjects:** Language Arts, Mathematics, Science

**Grades:** 3, 4, 5

## We Both Read Series

Secrets of the Old Bones  
Summary:

### Common Core State Standards

#### Language Arts

Grade 3 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R L.3	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R L.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD	CCSS.EL A- Literacy.R L.3.2	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.3	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.R L.3.7	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).
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.3	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.3.10	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.3.4	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	CCSS.EL A- Literacy.R F.3.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.4	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.
EXPECTATION	CCSS.EL A- Literacy.L .3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.6	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).

### Common Core State Standards

#### Language Arts

Grade 4 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R L.4	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

	Literacy.R L.4.1	
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.4	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.4.10	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Phonics and Word Recognition
STANDARD	CCSS.EL A- Literacy.R F.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	CCSS.EL A- Literacy.R F.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.4.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.4.4 a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.4.4 c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .4.4	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.
EXPECTATION	CCSS.EL A- Literacy.L .4.4 a	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>	CCSS.EL A- Literacy.L .4	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	CCSS.EL A- Literacy.L .4.6	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).

### Common Core State Standards

#### Language Arts

Grade 5 - Adopted: 2010

<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.R L.5	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	CCSS.EL A- Literacy.R L.5.7	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>	CCSS.EL A- Literacy.R L.5	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	CCSS.EL A- Literacy.R L.5.10	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>	CCSS.EL A- Literacy.R F.5	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Phonics and Word Recognition
<b>STANDARD</b>	CCSS.EL A- Literacy.R F.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.R F.5.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.R F.5	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	CCSS.EL A- Literacy.R F.5.4	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.R F.5.4a	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.R F.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / DOMAIN</b>	CCSS.EL A-	Writing Standards

	Literacy. W.5	
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A- Literacy. W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.EL A- Literacy. W.5.9a	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]").
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .5.4	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.
EXPECTATION	CCSS.EL A- Literacy.L .5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .5.6	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).