



Photo Adventure

Grades: K, 1, 2

States: Alaska English/Language Arts and Mathematics Standards

Photo Adventure - All titles in this series correlate to these standards.
 Summary: Summary: Perfect for Common Core, this series pairs fiction and nonfiction text on the same topic in each book. Short stories about baby animals are paired with nonfiction information about the animals. The text is formatted to support both independent reading, as well as reading together with a parent, tutor or buddy. Each book features spectacular photography of baby animals in their natural habitat and includes reading comprehension questions.

Alaska English/Language Arts and Mathematics Standards

Language Arts

Grade: K - Adopted 2012

STRAND / DOMAIN	AK.CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.K.1.	With prompting and support, ask and answer questions about a literary text using key details from the text.
STANDARD	RL.K.2.	With prompting and support, retell familiar stories, using key details.
STANDARD	RL.K.3.	With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.
STRAND / DOMAIN	AK.CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.K.4.	Ask and answer questions about unknown words in a text.
STANDARD	RL.K.5.	Identify common types of texts (e.g., picture books, stories, poems, songs).
STRAND / DOMAIN	AK.CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	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) or use illustrations to tell or retell a story.
STRAND / DOMAIN	AK.CC.RL.K.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Complexity
STANDARD	RL.K.10.	Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.
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		Craft and Structure
STANDARD	RI.K.4.	With prompting and support, ask and answer questions about unknown words in 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.
STANDARD	RI.K.9.	With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies).
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		Fluency
STANDARD	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	AK.CC.SL.K.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
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.
STRAND / DOMAIN	AK.CC.L.K.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade: 1 - Adopted 2012

STRAND / DOMAIN	AK.CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about a literary text using key details from the text.
STANDARD	RL.1.2.	Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.
STANDARD	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
STRAND / DOMAIN	AK.CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.1.5.	Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range

		of text types.
STRAND / DOMAIN	AK.CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
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.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
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.
STANDARD	RI.1.9.	Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).
STRAND / DOMAIN	AK.CC.RI.1.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RI.1.10.	With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.
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.a.	Read on-level text with purpose and understanding.
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.
STRAND / DOMAIN	AK.CC.L.1.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Grade: 2 - Adopted 2012

STRAND / DOMAIN	AK.CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.
STANDARD	RL.2.3.	Describe how characters in a story, play or poem respond to major events, problems, and challenges.
STRAND / DOMAIN	AK.CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND / DOMAIN	AK.CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology).
STRAND / DOMAIN	AK.CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Complexity
STANDARD	RL.2.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
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.
STRAND / DOMAIN	AK.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
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.

STANDARD	RI.2.9.	Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).
STRAND / DOMAIN	AK.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RI.2.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
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.a.	Read on-level text with purpose and understanding.
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.