



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

**States:** Alaska English/Language Arts and Mathematics Standards

We Both Read - All fiction 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**

<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.K.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>RL.K.3.</b>	With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.K.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>RL.K.4.</b>	Ask and answer questions about unknown words in a text.
<b>STANDARD</b>	<b>RL.K.5.</b>	Identify common types of texts (e.g., picture books, stories, poems, songs).
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.K.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>RL.K.7.</b>	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.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.K.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Complexity
<b>STANDARD</b>	<b>RL.K.10.</b>	Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RF.K.</b>	Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>RF.K.4.</b>	Read emergent-reader texts with purpose and understanding.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.K.</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration

<b>STANDARD</b>	<b>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>SL.K.1.a.</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>SL.K.1.b.</b>	Continue a conversation through multiple exchanges.
<b>STRAND / DOMAIN</b>	<b>AK.CC.L.K.</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>L.K.6.</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Grade: 1 - Adopted 2012**

<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.1.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>RL.1.2.</b>	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.
<b>STANDARD</b>	<b>RL.1.3.</b>	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.1.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>RL.1.5.</b>	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.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.1.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>RL.1.7.</b>	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.1.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>RI.1.10.</b>	With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RF.1.</b>	Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>RF.1.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>RF.1.4.a.</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>RF.1.4.b.</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.1.</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>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>SL.1.1.a.</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>SL.1.1.b.</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.1.</b>	Speaking and Listening Standards

<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>SL.1.2.</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / DOMAIN</b>	<b>AK.CC.L.1.</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>L.1.6.</b>	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**

<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.2.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>RL.2.3.</b>	Describe how characters in a story, play or poem respond to major events, problems, and challenges.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.2.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>RL.2.6.</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.2.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>RL.2.7.</b>	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).
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.2.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Complexity
<b>STANDARD</b>	<b>RL.2.10.</b>	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.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.2.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>RI.2.10.</b>	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.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RF.2.</b>	Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>RF.2.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>RF.2.4.a.</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>RF.2.4.b.</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.2.</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>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>SL.2.1.a.</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>SL.2.1.b.</b>	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>EXPECTATION</b>	<b>SL.2.1.c.</b>	Ask for clarification and further explanation as needed about the topics and texts under discussions.

**Grade: 3 - Adopted 2012**

<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.3.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>RL.3.2.</b>	Determine the author's purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.
<b>STANDARD</b>	<b>RL.3.3.</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.3.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>RL.3.5.</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>STANDARD</b>	<b>RL.3.6.</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.3.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>RL.3.7.</b>	Explain how specific aspects of 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).
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.3.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Complexity
<b>STANDARD</b>	<b>RL.3.10.</b>	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 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RF.3.</b>	Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>RF.3.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>RF.3.4.a.</b>	Read on-level text with purpose and understanding.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.3.</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>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>SL.3.1.a.</b>	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.
<b>EXPECTATION</b>	<b>SL.3.1.b.</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>SL.3.1.c.</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>SL.3.1.d.</b>	Explain their own ideas and understanding in light of the discussion.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.3.</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>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.
<b>STRAND / DOMAIN</b>	<b>AK.CC.L.3.</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>L.3.6.</b>	Acquire and accurately use 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).

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

<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.K.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>RI.K.1.</b>	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.
<b>STANDARD</b>	<b>RI.K.2.</b>	With prompting and support, identify the main topic and retell key details of a text.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.K.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>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>RI.K.8.</b>	With prompting and support, identify the opinions an author states in a text.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.K.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>RI.K.10.</b>	Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RF.K.</b>	Foundational Skills
<b>CATEGORY / CLUSTER</b>		Phonics and Word Recognition
<b>STANDARD</b>	<b>RF.K.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>EXPECTATION</b>	<b>RF.K.3.a.</b>	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.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.K.</b>	Speaking and Listening Standards

<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>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>SL.K.1.a.</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>SL.K.1.b.</b>	Continue a conversation through multiple exchanges.

**Grade: 1 - Adopted 2012**

<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.1.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>RI.1.1.</b>	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.
<b>STANDARD</b>	<b>RI.1.2.</b>	Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.1.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>RI.1.6.</b>	Distinguish between information provided by photos or other graphics and information provided by the words in a text.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.1.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>RI.1.7.</b>	Use the illustrations and details in a text to describe its key ideas.
<b>STANDARD</b>	<b>RI.1.8.</b>	Identify the opinions an author states to support points in a text.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RF.1.</b>	Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>RF.1.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>RF.1.4.b.</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.1.</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>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>SL.1.1.a.</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>SL.1.1.b.</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.1.</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>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 2012**

<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.2.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>RI.2.1.</b>	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		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**

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 texts 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 /	AK.CC.SL.3.	Speaking and Listening Standards

<b>DOMAIN</b>		
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>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>SL.3.1.a.</b>	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.
<b>EXPECTATION</b>	<b>SL.3.1.b.</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>SL.3.1.c.</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>SL.3.1.d.</b>	Explain their own ideas and understanding in light of the discussion.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.3.</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>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.