We Both Read Bilingual

State: Common Core State Standards

Subjects: Language Arts, Science

Grades: 1, 2

We Both Read Bilingual

We Both Read Bilingual-About Pets / Acerca de las mascotas (978-1-60115-062-2)
Summary: Bilingual Spanish/English - Featuring delightful photos, this book explores the wonderful world of popular and unusual pets, and the joys and responsibilities of having one.

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.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information 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		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.1.4b**	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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.

Common Core State Standards

Language Arts

Grade **2** - Adopted: **2010**

STRAND / DOMAIN	**CCSS.ELA-Literacy.RI.2**	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	**CCSS.ELA-Literacy.RI.2.1**	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	**CCSS.ELA-Literacy.RI.2.2**	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STANDARD	**CCSS.ELA-Literacy.RI.2.3**	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / DOMAIN	**CCSS.ELA-Literacy.RI.2**	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	**CCSS.ELA-Literacy.RI.2.4**	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD	**CCSS.ELA-Literacy.RI.2.5**	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
STRAND / DOMAIN	**CCSS.ELA-Literacy.RI.2**	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	**CCSS.ELA-Literacy.RI.2.7**	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
STANDARD	**CCSS.ELA-Literacy.RI.2.8**	Describe how reasons support specific points the author makes in a text.
STRAND / DOMAIN	**CCSS.ELA-Literacy.RI.2**	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	**CCSS.ELA-Literacy.RI.2.10**	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	**CCSS.ELA-Literacy.RF.2**	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency

STANDARD	CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.2.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.ELA-Literacy.RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	CCSS.ELA-Literacy.RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.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	CCSS.ELA-Literacy.SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.

STRAND / DOMAIN	CCSS.ELA-Literacy.SL.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

STRAND / DOMAIN	CCSS.ELA-Literacy.L.2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	CCSS.ELA-Literacy.L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.ELA-Literacy.L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.