



**We Both Read Bilingual**

**Grades:** Pre K, K, 1, Early Childhood

**States:** Common Core State Standards, Head Start Child Outcomes Frameworks

We Both Read Bilingual - About Dogs / Acerca de los perros

Summary: Bilingual in Spanish / English - This book includes fun information about the world's most popular pet, including some of the special ways dogs help us, such as serving as guide dogs. - This title is available in Paperback only - English Edition available in Paperback & Hardcover, and as a PDF E-Book Edition. (978-1-60115-048-6)

**Common Core State Standards**

**Language Arts**

**Grade: K - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.K</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.K</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.K</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.RI.K.8</b>	With prompting and support, identify the reasons an author gives to support points in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.K</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.K</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.K.4</b>	Read emergent-reader texts with purpose and understanding.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.K</b>	Language Standards

<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<b>Grade: 1 - Adopted 2010</b>		
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.1</b>	Ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.2</b>	Identify the main topic and retell key details of a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.5</b>	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.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.8</b>	Identify the reasons an author gives to support points in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.10</b>	With prompting and support, read informational texts appropriately complex for grade
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.1</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.1.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.1.4a</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.1.4b</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.1</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.