



**We Both Read**  
**Grades: 3, 4, 5**  
**States: Common Core State Standards**

We Both Read - The Horse Lover's Book  
 Summary: Featuring a fun magazine-style format, this book includes everything a young reader might want to know about horses. - Available in Paperback and Hardcover (978-1-60115-020-2)

**Common Core State Standards**

**Language Arts**

**Grade: 3 - Adopted 2010**

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| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.3</b>    | Reading Standards for Informational Text  |
| <b>CATEGORY / CLUSTER</b> |                                  | Key Ideas and Details   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.3.1</b>  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.3.2</b>  | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.3</b>    | Reading Standards for Informational Text  |
| <b>CATEGORY / CLUSTER</b> |                                  | Craft and Structure   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.3.4</b>  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.3.5</b>  | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.3</b>    | Reading Standards for Informational Text  |
| <b>CATEGORY / CLUSTER</b> |                                  | Integration of Knowledge and Ideas  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.3.7</b>  | 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).                                |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.3</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.3.10</b> | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RF.3</b>    | Reading Standards: Foundational Skills  |
| <b>CATEGORY / CLUSTER</b> |                                  | Fluency   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RF.3.4</b>  | Read with sufficient accuracy and fluency to support comprehension.   |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.RF.3.4a</b> | Read on-level text with purpose and understanding.  |
| <b>STRAND /</b>           | <b>CCSS.ELA-</b>                 | Speaking and Listening Standards  |

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| <b>DOMAIN</b>             | <b>Literacy.SL.3</b>            |  |
| <b>CATEGORY / CLUSTER</b> |                                 | Comprehension and Collaboration  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.L.3</b>    | Language Standards   |
| <b>CATEGORY / CLUSTER</b> |                                 | Vocabulary Acquisition and Use   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.L.3.6</b>  | 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). |

**Grade: 4 - Adopted 2010**

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| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.4</b>    | Reading Standards for Informational Text   |
| <b>CATEGORY / CLUSTER</b> |                                  | Key Ideas and Details  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.4.1</b>  | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.4.2</b>  | Determine the main idea of a text and explain how it is supported by key details; summarize the text.  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.4.3</b>  | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.4</b>    | Reading Standards for Informational Text   |
| <b>CATEGORY / CLUSTER</b> |                                  | Craft and Structure  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.4.4</b>  | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.4</b>    | Reading Standards for Informational Text   |
| <b>CATEGORY / CLUSTER</b> |                                  | Integration of Knowledge and Ideas   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.4.7</b>  | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.4.8</b>  | Explain how an author uses reasons and evidence to support particular points in a text.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.4</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.4.10</b> | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.                             |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RF.4</b>    | Reading Standards: Foundational Skills   |
| <b>CATEGORY / CLUSTER</b> |                                  | Fluency  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RF.4.4</b>  | Read with sufficient accuracy and fluency to support comprehension.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.RF.4.4a</b> | Read on-level text with purpose and understanding.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.W.4</b>     | Writing Standards  |
| <b>CATEGORY / CLUSTER</b> |                                  | Research to Build and Present Knowledge  |

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| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.W.4.9</b>  | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.W.4.9b</b> | Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.L.4</b>    | Language Standards   |
| <b>CATEGORY / CLUSTER</b> |                                 | Vocabulary Acquisition and Use   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.L.4.6</b>  | 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). |

**Grade: 5 - Adopted 2010**

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| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.5</b>    | Reading Standards for Informational Text  |
| <b>CATEGORY / CLUSTER</b> |                                  | Key Ideas and Details   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.5.2</b>  | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.5</b>    | Reading Standards for Informational Text  |
| <b>CATEGORY / CLUSTER</b> |                                  | Craft and Structure   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.5.4</b>  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.5</b>    | Reading Standards for Informational Text  |
| <b>CATEGORY / CLUSTER</b> |                                  | Integration of Knowledge and Ideas  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.5.7</b>  | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RI.5.8</b>  | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RI.5</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.5.10</b> | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.RF.5</b>    | Reading Standards: Foundational Skills  |
| <b>CATEGORY / CLUSTER</b> |                                  | Fluency   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.RF.5.4</b>  | Read with sufficient accuracy and fluency to support comprehension.   |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.RF.5.4a</b> | Read on-level text with purpose and understanding.  |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.W.5</b>     | Writing Standards   |
| <b>CATEGORY / CLUSTER</b> |                                  | Research to Build and Present Knowledge   |
| <b>STANDARD</b>           | <b>CCSS.ELA-Literacy.W.5.9</b>   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| <b>EXPECTATION</b>        | <b>CCSS.ELA-Literacy.W.5.9b</b>  | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| <b>STRAND / DOMAIN</b>    | <b>CCSS.ELA-Literacy.L.5</b>     | Language Standards  |
| <b>CATEGORY / CLUSTER</b> |                                  | Vocabulary Acquisition and Use  |

| CLUSTER  |                         |   |
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| STANDARD | CCSS.ELA-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). |

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