



We Both Read
Grades: K, 1, 2, 3
States: Common Core State 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.

Common Core State Standards

Language Arts

Grade: **K** - Adopted **2010**

| | | |
|---------------------------|----------------------------------|--|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.K | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.K.3 | With prompting and support, identify characters, settings, and major events in a story. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.K | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RL.K.4 | Ask and answer questions about unknown words in a text. |
| STANDARD | CCSS.ELA-Literacy.RL.K.5 | Recognize common types of texts (e.g., storybooks, poems). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.K | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.K | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.K.10 | Actively engage in group reading activities with purpose and understanding. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.K | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.K.4 | Read emergent-reader texts with purpose and understanding. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.K | Speaking and Listening Standards |

| | | |
|---------------------------|----------------------------------|--|
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.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 | CCSS.ELA-Literacy.SL.K.1a | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). |
| EXPECTATION | CCSS.ELA-Literacy.SL.K.1b | Continue a conversation through multiple exchanges. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.K | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.K.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |

Grade: 1 - Adopted 2010

| | | |
|---------------------------|----------------------------------|---|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.1 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| STANDARD | CCSS.ELA-Literacy.RL.1.3 | Describe characters, settings, and major events in a story, using key details. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.1 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| 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 |
| 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.1 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.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 | CCSS.ELA-Literacy.SL.1.1a | 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 | CCSS.ELA-Literacy.SL.1.1b | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| 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. |
|-----------------|---------------------------------|---|

Grade: 2 - Adopted 2010

| | | |
|---------------------------|----------------------------------|--|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.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 | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, 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.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. |
| 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.2.1a | 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 | CCSS.ELA-Literacy.SL.2.1b | Build on others' talk in conversations by linking their comments to the remarks of others. |
| EXPECTATION | CCSS.ELA-Literacy.SL.2.1c | Ask for clarification and further explanation as needed about the topics and texts under discussion. |

Grade: 3 - Adopted 2010

| | | |
|-----------------|------------------|----------------------------------|
| STRAND / | CCSS.ELA- | Reading Standards for Literature |
|-----------------|------------------|----------------------------------|

| | | |
|---------------------------|----------------------------------|--|
| DOMAIN | Literacy.RL.3 | |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.3.2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| STANDARD | CCSS.ELA-Literacy.RL.3.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RL.3.5 | 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. |
| STANDARD | CCSS.ELA-Literacy.RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RL.3.7 | Explain how specific aspects of a 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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.3 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.3.4a | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.3 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.3.1 | 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. |
| EXPECTATION | CCSS.ELA-Literacy.SL.3.1a | 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. |
| EXPECTATION | CCSS.ELA-Literacy.SL.3.1b | 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 | CCSS.ELA-Literacy.SL.3.1c | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION | CCSS.ELA-Literacy.SL.3.1d | Explain their own ideas and understanding in light of the discussion. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.3 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.3.2 | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.3 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.3.6 | 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). |

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.

Common Core State Standards

Language Arts

Grade: K - Adopted 2010

| | | |
|---------------------------|----------------------------------|---|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.K | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| STANDARD | CCSS.ELA-Literacy.RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.K | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.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 | CCSS.ELA-Literacy.RI.K.8 | With prompting and support, identify the reasons an author gives to support points in a text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.K | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RI.K.10 | Actively engage in group reading activities with purpose and understanding. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.K | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Phonics and Word Recognition |
| STANDARD | CCSS.ELA-Literacy.RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION | CCSS.ELA-Literacy.RF.K.3a | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.K | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.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 | CCSS.ELA-Literacy.SL.K.1a | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). |

| | | |
|--------------------|----------------------------------|---|
| EXPECTATION | CCSS.ELA-Literacy.SL.K.1b | Continue a conversation through multiple exchanges. |
|--------------------|----------------------------------|---|

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.1.6 | 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.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.1.4b | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.1 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.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 | CCSS.ELA-Literacy.SL.1.1a | 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 | CCSS.ELA-Literacy.SL.1.1b | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| 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. |

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. |
| 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.RF.2 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Phonics and Word Recognition |
| STANDARD | CCSS.ELA-Literacy.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION | CCSS.ELA-Literacy.RF.2.3e | Identify words with inconsistent but common spelling-sound correspondences. |
| 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.2.4b | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| 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.2.1a | 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 | CCSS.ELA-Literacy.SL.2.1b | Build on others' talk in conversations by linking their comments to the remarks of others. |
| 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. |

Grade: 3 - Adopted 2010

| | | |
|---------------------------|---------------------------------|--|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.3 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RI.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| STANDARD | CCSS.ELA-Literacy.RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.3 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.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 / DOMAIN | CCSS.ELA-Literacy.SL.3 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |

| | | |
|---------------------------|----------------------------------|--|
| CLUSTER | | |
| STANDARD | CCSS.ELA-Literacy.SL.3.1 | 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. |
| EXPECTATION | CCSS.ELA-Literacy.SL.3.1a | 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. |
| EXPECTATION | CCSS.ELA-Literacy.SL.3.1b | 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 | CCSS.ELA-Literacy.SL.3.1c | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION | CCSS.ELA-Literacy.SL.3.1d | Explain their own ideas and understanding in light of the discussion. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.3 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.3.2 | 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. |