



We Both Read
Grades: K, 1, 2, 3
States: Nebraska Academic 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.

Nebraska Academic Standards

Language Arts

Grade: **K** - Adopted **2009**

CONTENT STANDARD	NE.LA 0.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 0.1.4	Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.
INDICATOR	LA 0.1.4.a	Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)
INDICATOR	LA 0.1.4.b	Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)
INDICATOR	LA 0.1.4.c	Read familiar text with others, maintaining an appropriate pace
CONTENT STANDARD	NE.LA 0.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 0.1.5	Vocabulary: Students will build literary, general academic, and content specific grade-level vocabulary.
INDICATOR	LA 0.1.5.b	Relate new grade-level vocabulary to prior knowledge and use in new situations
INDICATOR	LA 0.1.5.c	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words
CONTENT STANDARD	NE.LA 0.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 0.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
INDICATOR	LA 0.1.6.b	Identify elements of the story including setting, character, and events
INDICATOR	LA 0.1.6.c	Retell information from narrative text including characters, setting, and events
INDICATOR	LA 0.1.6.i	Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text
INDICATOR	LA 0.1.6.k	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
INDICATOR	LA 0.1.6.l	Make predictions about a text using prior knowledge, pictures, and titles
INDICATOR	LA 0.1.6.m	Respond to text verbally, in writing, or artistically

CONTENT STANDARD	NE.LA 0.3	Speaking and Listening: Students will learn and apply speaking and listening skills and strategies to communicate.
STRAND	LA 0.3.2	Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.
INDICATOR	LA 0.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)

Grade: 1 - Adopted 2009

CONTENT STANDARD	NE.LA 1.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 1.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading grade-level text.
INDICATOR	LA 1.1.4.a	Read in meaningful phrases that sound like natural language to support comprehension
INDICATOR	LA 1.1.4.d	Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)
INDICATOR	LA 1.1.4.e	Read along with others and independently practice keeping an appropriate pace for a text
CONTENT STANDARD	NE.LA 1.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 1.1.5	Vocabulary: Students will build literary, general academic, and content specific grade-level vocabulary.
INDICATOR	LA 1.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations
INDICATOR	LA 1.1.5.c	Demonstrate understanding that context clues (e.g., word and sentence clues, rereading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words
CONTENT STANDARD	NE.LA 1.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 1.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
INDICATOR	LA 1.1.6.b	Identify elements of narrative text (e.g., characters, setting, events)
INDICATOR	LA 1.1.6.c	Retell information from narrative text including characters, setting, and events
INDICATOR	LA 1.1.6.j	Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text
INDICATOR	LA 1.1.6.l	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
INDICATOR	LA 1.1.6.o	Respond to text verbally, in writing, or artistically
CONTENT STANDARD	NE.LA 1.3	Speaking and Listening: Students will learn and apply speaking and listening skills and strategies to communicate.
STRAND	LA 1.3.2	Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.
INDICATOR	LA 1.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)

Grade: 2 - Adopted 2009

CONTENT STANDARD	NE.LA 2.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 2.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.
INDICATOR	LA 2.1.4.a	Read phrases, clauses, and sentences that sound like natural language to support comprehension
INDICATOR	LA 2.1.4.c	Vary voice intonation (e.g., volume, tone) to reflect meaning of text
INDICATOR	LA 2.1.4.d	Use appropriate pace while reading to gain and enhance the meaning of text
CONTENT STANDARD	NE.LA 2.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.

STRAND	LA 2.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.
INDICATOR	LA 2.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations
CONTENT STANDARD	NE.LA 2.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 2.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
INDICATOR	LA 2.1.6.b	Identify elements of narrative text (e.g., characters, setting, plot)
INDICATOR	LA 2.1.6.c	Retell information from narrative text including characters, setting, and plot
INDICATOR	LA 2.1.6.i	Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures
INDICATOR	LA 2.1.6.j	Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
INDICATOR	LA 2.1.6.l	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
INDICATOR	LA 2.1.6.n	Make and confirm/modify predictions before, during, and after reading(e.g., illustrations, personal experience, events, character traits)
INDICATOR	LA 2.1.6.o	Respond to text verbally, in writing, or artistically
CONTENT STANDARD	NE.LA 2.3	Speaking and Listening: Students will learn and apply speaking and listening skills and strategies to communicate.
STRAND	LA 2.3.3	Reciprocal Communication: Students will develop reciprocal communication skills.
INDICATOR	LA 2.3.3.c	Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)

Grade: 3 - Adopted 2009

CONTENT STANDARD	NE.LA 3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 3.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading grade-level text.
INDICATOR	LA 3.1.4.a	Read phrases, clauses, and sentences that sound like natural language to support comprehension
INDICATOR	LA 3.1.4.b	Read words and phrases accurately and automatically
INDICATOR	LA 3.1.4.c	Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text
INDICATOR	LA 3.1.4.d	Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing
CONTENT STANDARD	NE.LA 3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 3.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.
INDICATOR	LA 3.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations
CONTENT STANDARD	NE.LA 3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 3.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
INDICATOR	LA 3.1.6.b	Identify elements of narrative text (e.g., characters, setting, plot, point of view)
INDICATOR	LA 3.1.6.c	Retell and summarize narrative text including characters, setting, and plot with supporting details
INDICATOR	LA 3.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
INDICATOR	LA 3.1.6.i	Use narrative or informational text to develop a multi-cultural perspective

INDICATOR	LA 3.1.6.j	Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
INDICATOR	LA 3.1.6.l	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
INDICATOR	LA 3.1.6.n	Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)
INDICATOR	LA 3.1.6.o	Use examples and details in a text to make inferences about a story or situation
INDICATOR	LA 3.1.6.p	Respond to text verbally, in writing, or artistically
