



**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**

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

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

**Grade: 1 - Adopted 2009**

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

**Grade: 2 - Adopted 2009**

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

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

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

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.

### 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 0.1.1	Knowledge of Print: Students will demonstrate knowledge of the concepts of print.
INDICATOR	LA 0.1.1.c	Demonstrate voice to print match (e.g., student points to print as someone reads)
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.e	Retell main ideas from informational text
INDICATOR	LA 0.1.6.f	Identify text features in informational text (e.g., titles, bold print, illustrations)
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
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 1.1.1	Knowledge of Print: Students will demonstrate knowledge of the concepts of print.
INDICATOR	LA 1.1.1.c	Demonstrate voice to print match (e.g., student points to words while reading)
CONTENT STANDARD	NE.LA 1.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 1.1.3	Word Analysis: Students will use phonetic analysis to read, write, and spell grade-level text.
INDICATOR	LA 1.1.3.a	Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter consonants, consonant blends, long and short vowels, digraphs)

<b>CONTENT STANDARD</b>	<b>NE.LA 1.1</b>	Reading: Students will learn and apply reading skills and strategies to comprehend text.
<b>STRAND</b>	<b>LA 1.1.6</b>	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
<b>INDICATOR</b>	<b>LA 1.1.6.e</b>	Retell main ideas from informational text
<b>INDICATOR</b>	<b>LA 1.1.6.g</b>	Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)
<b>INDICATOR</b>	<b>LA 1.1.6.j</b>	Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text
<b>INDICATOR</b>	<b>LA 1.1.6.l</b>	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
<b>CONTENT STANDARD</b>	<b>NE.LA 1.3</b>	Speaking and Listening: Students will learn and apply speaking and listening skills and strategies to communicate.
<b>STRAND</b>	<b>LA 1.3.2</b>	Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.
<b>INDICATOR</b>	<b>LA 1.3.2.a</b>	Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)

**Grade: 2 - Adopted 2009**

<b>CONTENT STANDARD</b>	<b>NE.LA 2.1</b>	Reading: Students will learn and apply reading skills and strategies to comprehend text.
<b>STRAND</b>	<b>LA 2.1.3</b>	Word Analysis: Students will use phonetic analysis to read, write, and spell grade-level text.
<b>INDICATOR</b>	<b>LA 2.1.3.a</b>	Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs)
<b>CONTENT STANDARD</b>	<b>NE.LA 2.1</b>	Reading: Students will learn and apply reading skills and strategies to comprehend text.
<b>STRAND</b>	<b>LA 2.1.6</b>	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
<b>INDICATOR</b>	<b>LA 2.1.6.e</b>	Retell and summarize the main idea from informational text
<b>INDICATOR</b>	<b>LA 2.1.6.i</b>	Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures
<b>INDICATOR</b>	<b>LA 2.1.6.j</b>	Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
<b>INDICATOR</b>	<b>LA 2.1.6.l</b>	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
<b>CONTENT STANDARD</b>	<b>NE.LA 2.3</b>	Speaking and Listening: Students will learn and apply speaking and listening skills and strategies to communicate.
<b>STRAND</b>	<b>LA 2.3.3</b>	Reciprocal Communication: Students will develop reciprocal communication skills.
<b>INDICATOR</b>	<b>LA 2.3.3.c</b>	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**

<b>CONTENT STANDARD</b>	<b>NE.LA 3.1</b>	Reading: Students will learn and apply reading skills and strategies to comprehend text.
<b>STRAND</b>	<b>LA 3.1.6</b>	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
<b>INDICATOR</b>	<b>LA 3.1.6.e</b>	Retell and summarize the main idea from informational text using supporting details
<b>INDICATOR</b>	<b>LA 3.1.6.j</b>	Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
<b>INDICATOR</b>	<b>LA 3.1.6.l</b>	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
<b>INDICATOR</b>	<b>LA 3.1.6.o</b>	Use examples and details in a text to make inferences about a story or situation