We Both Read Bilingual
Grades: K, 1, 2, Early Childhood
States: Nebraska Academic Standards

We Both Read – Bilingual – All fiction titles in this series correlate to these standards
Summary: Summary: Based on numerous requests, we are now offering Spanish/English Bilingual Editions of some of our most popular We Both Read books. These Bilingual Editions feature the same "shared reading" format as the English Editions. This makes these books perfect for ESL students and shared reading in Spanish-language homes in which parents read little or no English. And with both English and Spanish text on each page, these books create an opportunity for both children and parents to hone their skills in reading Spanish and English.

Nebraska Academic Standards

English Language Learners

Grade: **K** - Adopted **2004**

CONTENT STANDARD	**NE.1.**	Language Domain: Listening
STRAND	**1.3.**	Skill Area: Identify major ideas from an excerpt of speech
INDICATOR	**1.3.1.**	Identify main points of simple conversations
CONTENT STANDARD	**NE.1.**	Language Domain: Listening
STRAND	**1.5.**	Skill Area: Identify important details from an excerpt of speech
INDICATOR	**1.5.1.**	Listen to stories/information and identify key details and concepts across the curriculum
CONTENT STANDARD	**NE.2.**	Language Domain: Speaking and Oral Communication
STRAND	**2.1.**	Skill Area: Focus on content, style, purpose, and audience appropriateness
INDICATOR	**2.2.1.**	Conversation Skills - Retell familiar stories and participate in short conversations
INDICATOR	**2.2.2.**	Conversation Skills - Recount experiences and tell stories that move through a logical sequence
INDICATOR	**2.2.3.**	Conversation Skills - Converse on simple topics using complete sentences
INDICATOR	**2.2.4.**	Conversation Skills - Ask and answer questions using sentences or phrases to gather and provide information
INDICATOR	**2.2.6.**	Conversation Skills - Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion
INDICATOR	**2.2.15.**	Academic Skills - Communicate effectively in conversations and group discussions
CONTENT STANDARD	**NE.3.**	Language Domain: Reading
STRAND	**3.1.**	Skill Area: Demonstrate early reading skills
INDICATOR	**3.1.4.**	Decoding Skills - Identify words and sentences
INDICATOR	**3.1.5.**	Decoding Skills - Recognize that there are correct spellings for words
INDICATOR	**3.1.17.**	Study Skills - Respond to illustrations in books
INDICATOR	**3.1.18.**	Comprehension - Recognize own name in print.
INDICATOR	**3.1.23.**	Comprehension - Read and understand simple vocabulary and phrases
INDICATOR	**3.1.24.**	Comprehension - Read and understand sentences and paragraphs
INDICATOR	**3.1.26.**	Comprehension - Use pictures, prior knowledge, and context clues to understand text
INDICATOR	**3.1.32.**	Word Analysis - Recognize nouns, verbs, adjectives and adverbs

INDICATOR	3.1.33.	Word Analysis - Use structural cues to recognize words formed from base words, using inflections such as -s, -es, -ed and -ing
INDICATOR	3.1.34.	Word Analysis - Recognize regular and irregular plurals
INDICATOR	3.1.35.	Word Analysis - Recognize abbreviations
CONTENT STANDARD	NE.3.	Language Domain: Reading
STRAND	3.3.	Skill Area: Analyze style and form
INDICATOR	3.3.1.	Read and recite short poems, rhymes, and songs
INDICATOR	3.3.2.	Make predictions based on title, cover, illustrations, and text
CONTENT STANDARD	NE.3.	Language Domain: Reading
STRAND	3.5.	Skill Area: Identify main idea, purpose of text and important supporting ideas
INDICATOR	3.5.1.	Identify the main idea of text
INDICATOR	3.5.2.	Identify the story elements: characters, setting, and events

Grade: **1** - Adopted **2004**

CONTENT STANDARD	NE.1.	Language Domain: Listening
STRAND	1.3.	Skill Area: Identify major ideas from an excerpt of speech
INDICATOR	1.3.1.	Identify main points of simple conversations
CONTENT STANDARD	NE.1.	Language Domain: Listening
STRAND	1.5.	Skill Area: Identify important details from an excerpt of speech
INDICATOR	1.5.1.	Listen to stories/information and identify key details and concepts across the curriculum
CONTENT STANDARD	NE.2.	Language Domain: Speaking and Oral Communication
STRAND	2.1.	Skill Area: Focus on content, style, purpose, and audience appropriateness
INDICATOR	2.2.1.	Conversation Skills - Retell familiar stories and participate in short conversations
INDICATOR	2.2.2.	Conversation Skills - Recount experiences and tell stories that move through a logical sequence
INDICATOR	2.2.3.	Conversation Skills - Converse on simple topics using complete sentences
INDICATOR	2.2.4.	Conversation Skills - Ask and answer questions using sentences or phrases to gather and provide information
INDICATOR	2.2.6.	Conversation Skills - Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion
INDICATOR	2.2.14.	Academic Skills - Retell/summarize stories including setting, plot and character
INDICATOR	2.2.15.	Academic Skills - Communicate effectively in conversations and group discussions
CONTENT STANDARD	NE.3.	Language Domain: Reading
STRAND	3.1.	Skill Area: Demonstrate early reading skills
INDICATOR	3.1.4.	Decoding Skills - Identify words and sentences
INDICATOR	3.1.5.	Decoding Skills - Recognize that there are correct spellings for words
INDICATOR	3.1.17.	Study Skills - Respond to illustrations in books
INDICATOR	3.1.18.	Comprehension - Recognize own name in print.
INDICATOR	3.1.21.	Comprehension - Begin to make connections to own experiences
INDICATOR	3.1.23.	Comprehension - Read and understand simple vocabulary and phrases
INDICATOR	3.1.24.	Comprehension - Read and understand sentences and paragraphs
INDICATOR	3.1.26.	Comprehension - Use pictures, prior knowledge, and context clues to understand text
INDICATOR	3.1.32.	Word Analysis - Recognize nouns, verbs, adjectives and adverbs
INDICATOR	3.1.33.	Word Analysis - Use structural cues to recognize words formed from base words, using inflections such as -s, -es, -ed and -ing
INDICATOR	3.1.34.	Word Analysis - Recognize regular and irregular plurals
INDICATOR	3.1.35.	Word Analysis - Recognize abbreviations
CONTENT	NE.3.	Language Domain: Reading

STANDARD		
STRAND	**3.3.**	Skill Area: Analyze style and form
INDICATOR	**3.3.1.**	Read and recite short poems, rhymes, and songs
INDICATOR	**3.3.2.**	Make predictions based on title, cover, illustrations, and text
CONTENT STANDARD	**NE.3.**	Language Domain: Reading
STRAND	**3.5.**	Skill Area: Identify main idea, purpose of text and important supporting ideas
INDICATOR	**3.5.1.**	Identify the main idea of text
INDICATOR	**3.5.2.**	Identify the story elements: characters, setting, and events

Grade: **2** - Adopted **2004**

CONTENT STANDARD	**NE.1.**	Language Domain: Listening
STRAND	**1.3.**	Skill Area: Identify major ideas from an excerpt of speech
INDICATOR	**1.3.1.**	Identify main points of simple conversations
CONTENT STANDARD	**NE.1.**	Language Domain: Listening
STRAND	**1.5.**	Skill Area: Identify important details from an excerpt of speech
INDICATOR	**1.5.1.**	Listen to stories/information and identify key details and concepts across the curriculum
CONTENT STANDARD	**NE.2.**	Language Domain: Speaking and Oral Communication
STRAND	**2.1.**	Skill Area: Focus on content, style, purpose, and audience appropriateness
INDICATOR	**2.2.1.**	Conversation Skills - Retell familiar stories and participate in short conversations
INDICATOR	**2.2.2.**	Conversation Skills - Recount experiences and tell stories that move through a logical sequence
INDICATOR	**2.2.3.**	Conversation Skills - Converse on simple topics using complete sentences
INDICATOR	**2.2.4.**	Conversation Skills - Ask and answer questions using sentences or phrases to gather and provide information
INDICATOR	**2.2.6.**	Conversation Skills - Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion
INDICATOR	**2.2.14.**	Academic Skills - Retell/summarize stories including setting, plot and character
INDICATOR	**2.2.15.**	Academic Skills - Communicate effectively in conversations and group discussions
CONTENT STANDARD	**NE.3.**	Language Domain: Reading
STRAND	**3.1.**	Skill Area: Demonstrate early reading skills
INDICATOR	**3.1.4.**	Decoding Skills - Identify words and sentences
INDICATOR	**3.1.5.**	Decoding Skills - Recognize that there are correct spellings for words
INDICATOR	**3.1.17.**	Study Skills - Respond to illustrations in books
INDICATOR	**3.1.18.**	Comprehension - Recognize own name in print.
INDICATOR	**3.1.21.**	Comprehension - Begin to make connections to own experiences
INDICATOR	**3.1.23.**	Comprehension - Read and understand simple vocabulary and phrases
INDICATOR	**3.1.24.**	Comprehension - Read and understand sentences and paragraphs
INDICATOR	**3.1.26.**	Comprehension - Use pictures, prior knowledge, and context clues to understand text
INDICATOR	**3.1.32.**	Word Analysis - Recognize nouns, verbs, adjectives and adverbs
INDICATOR	**3.1.33.**	Word Analysis - Use structural cues to recognize words formed from base words, using inflections such as -s, -es, -ed and -ing
INDICATOR	**3.1.34.**	Word Analysis - Recognize regular and irregular plurals
INDICATOR	**3.1.35.**	Word Analysis - Recognize abbreviations
CONTENT STANDARD	**NE.3.**	Language Domain: Reading
STRAND	**3.3.**	Skill Area: Analyze style and form
INDICATOR	**3.3.1.**	Read and recite short poems, rhymes, and songs
INDICATOR	**3.3.2.**	Make predictions based on title, cover, illustrations, and text
CONTENT	**NE.3.**	Language Domain: Reading

STANDARD		
STRAND	3.5.	Skill Area: Identify main idea, purpose of text and important supporting ideas
INDICATOR	3.5.1.	Identify the main idea of text
INDICATOR	3.5.2.	Identify the story elements: characters, setting, and events

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	NE.LA	Reading: Students will learn and apply reading skills and strategies to comprehend text.

STANDARD	1.1	
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)

<p style="text-align:center">Grade: 2 - Adopted 2009</p>

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	Make and confirm/modify predictions before, during, and after reading(e.g., illustrations,

	2.1.6.n	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)

We Both Read – Bilingual – All nonfiction titles in this series correlate to these standards
Summary: Summary: Based on numerous requests, we are now offering Spanish/English Bilingual Editions of some of our most popular We Both Read books. These Bilingual Editions feature the same "shared reading" format as the English Editions. This makes these books perfect for ESL students and shared reading in Spanish-language homes in which parents read little or no English. And with both English and Spanish text on each page, these books create an opportunity for both children and parents to hone their skills in reading Spanish and English.

Nebraska Academic Standards
English Language Learners
Grade: **K** - Adopted **2004**

CONTENT STANDARD	**NE.1.**	Language Domain: Listening
STRAND	**1.3.**	Skill Area: Identify major ideas from an excerpt of speech
INDICATOR	**1.3.1.**	Identify main points of simple conversations
CONTENT STANDARD	**NE.2.**	Language Domain: Speaking and Oral Communication
STRAND	**2.1.**	Skill Area: Focus on content, style, purpose, and audience appropriateness
INDICATOR	**2.2.1.**	Conversation Skills - Retell familiar stories and participate in short conversations
INDICATOR	**2.2.2.**	Conversation Skills - Recount experiences and tell stories that move through a logical sequence
INDICATOR	**2.2.3.**	Conversation Skills - Converse on simple topics using complete sentences
INDICATOR	**2.2.4.**	Conversation Skills - Ask and answer questions using sentences or phrases to gather and provide information
INDICATOR	**2.2.6.**	Conversation Skills - Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion
INDICATOR	**2.2.15.**	Academic Skills - Communicate effectively in conversations and group discussions
CONTENT STANDARD	**NE.3.**	Language Domain: Reading
STRAND	**3.5.**	Skill Area: Identify main idea, purpose of text and important supporting ideas
INDICATOR	**3.5.1.**	Identify the main idea of text

Grade: **1** - Adopted **2004**

CONTENT STANDARD	**NE.1.**	Language Domain: Listening
STRAND	**1.3.**	Skill Area: Identify major ideas from an excerpt of speech
INDICATOR	**1.3.1.**	Identify main points of simple conversations
CONTENT STANDARD	**NE.2.**	Language Domain: Speaking and Oral Communication
STRAND	**2.1.**	Skill Area: Focus on content, style, purpose, and audience appropriateness
INDICATOR	**2.2.1.**	Conversation Skills - Retell familiar stories and participate in short conversations
INDICATOR	**2.2.2.**	Conversation Skills - Recount experiences and tell stories that move through a logical sequence
INDICATOR	**2.2.3.**	Conversation Skills - Converse on simple topics using complete sentences
INDICATOR	**2.2.4.**	Conversation Skills - Ask and answer questions using sentences or phrases to gather and provide information
INDICATOR	**2.2.6.**	Conversation Skills - Adapt spoken language such as word choice, diction, and usage to the

		audience, purpose and occasion
INDICATOR	2.2.15.	Academic Skills - Communicate effectively in conversations and group discussions
CONTENT STANDARD	NE.3.	Language Domain: Reading
STRAND	3.1.	Skill Area: Demonstrate early reading skills
INDICATOR	3.1.21.	Comprehension - Begin to make connections to own experiences
CONTENT STANDARD	NE.3.	Language Domain: Reading
STRAND	3.5.	Skill Area: Identify main idea, purpose of text and important supporting ideas
INDICATOR	3.5.1.	Identify the main idea of text

<div align="center">Grade: 2 - Adopted 2004</div>

CONTENT STANDARD	NE.1.	Language Domain: Listening
STRAND	1.3.	Skill Area: Identify major ideas from an excerpt of speech
INDICATOR	1.3.1.	Identify main points of simple conversations
CONTENT STANDARD	NE.2.	Language Domain: Speaking and Oral Communication
STRAND	2.1.	Skill Area: Focus on content, style, purpose, and audience appropriateness
INDICATOR	2.2.1.	Conversation Skills - Retell familiar stories and participate in short conversations
INDICATOR	2.2.2.	Conversation Skills - Recount experiences and tell stories that move through a logical sequence
INDICATOR	2.2.3.	Conversation Skills - Converse on simple topics using complete sentences
INDICATOR	2.2.4.	Conversation Skills - Ask and answer questions using sentences or phrases to gather and provide information
INDICATOR	2.2.6.	Conversation Skills - Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion
INDICATOR	2.2.15.	Academic Skills - Communicate effectively in conversations and group discussions
CONTENT STANDARD	NE.3.	Language Domain: Reading
STRAND	3.1.	Skill Area: Demonstrate early reading skills
INDICATOR	3.1.21.	Comprehension - Begin to make connections to own experiences
CONTENT STANDARD	NE.3.	Language Domain: Reading
STRAND	3.5.	Skill Area: Identify main idea, purpose of text and important supporting ideas
INDICATOR	3.5.1.	Identify the main idea of text

<div align="center">Language Arts</div>

<div align="center">Grade: K - Adopted 2009</div>

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)

<div align="center">Grade: 1 - Adopted 2009</div>

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.e	Retell main ideas from informational text
INDICATOR	LA 1.1.6.g	Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)
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
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 2.1.6	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.e	Retell and summarize the main idea from informational text
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
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)