



**Half and Half**  
**Grades: 1, 2, 3**  
**States: Nebraska Academic Standards**

Half and Half – All titles in this series correlate to these standards.  
 Summary: Summary: Meet Common Core requirements for pairing two texts on the same topic with this innovative series! Each book in the series pairs a fiction story with nonfiction text. The first half of each book is a fictional story. Then, the second half presents nonfiction information on the same subject as the story.

**Nebraska Academic Standards**  
**Language Arts**  
**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.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.i</b>	Make connections between characters or events in narrative and informational text, to own life or other cultures
<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.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>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</b>	Read words and phrases accurately and automatically

	<b>3.1.4.b</b>	
<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.e</b>	Retell and summarize the main idea from informational text using 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
<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.n</b>	Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)
<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
<b>INDICATOR</b>	<b>LA 3.1.6.p</b>	Respond to text verbally, in writing, or artistically