



**Photo Adventure**  
**Grades: K, 1, 2**  
**States: Nebraska Academic Standards**

Photo Adventure - All titles in this series correlate to these standards.  
 Summary: Summary: Perfect for Common Core, this series pairs fiction and nonfiction text on the same topic in each book. Short stories about baby animals are paired with nonfiction information about the animals. The text is formatted to support both independent reading, as well as reading together with a parent, tutor or buddy. Each book features spectacular photography of baby animals in their natural habitat and includes reading comprehension questions.

**Nebraska Academic Standards**

**Language Arts**

**Grade: K - Adopted 2009**

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| <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.e</b> | Retell main ideas from informational text  |
| <b>INDICATOR</b>        | <b>LA 0.1.6.f</b> | Identify text features in informational text (e.g., titles, bold print, illustrations)   |
| <b>INDICATOR</b>        | <b>LA 0.1.6.h</b> | Make connections between characters or events in narrative and informational text, to own life or other cultures   |
| <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</b>         | Build and activate prior knowledge in order to identify text to self, text to text, and text to world  |

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|                         | <b>0.1.6.k</b>    | 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**

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| <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**

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| <b>CONTENT STANDARD</b> | <b>NE.LA 2.1</b> | Reading: Students will learn and apply reading skills and strategies to comprehend text. |
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| <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) |