



We Both Read Bilingual
Grades: K, 1, 2, Early Childhood
States: Virginia Standards of Learning

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.

Virginia Standards of Learning
English Language Learners
 Grade: K - Adopted 2007

STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L1.	Level 1 (Entering)
INDICATOR / STANDARD	1.L1.6.	Reading: Pair shapes of words related to illustrated classroom objects with print versions
STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L2.	Level 2 (Beginning)
INDICATOR / STANDARD	1.L2.6.	Reading: Match labeled pictures of familiar objects to those in illustrated classroom scenes (e.g., "Here is a picture with a word inside. Find the same word.")
STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L3.	Level 3 (Developing)
INDICATOR / STANDARD	1.L3.4.	Speaking: Use polite language in conversations (e.g., role play, telephone talk)
INDICATOR / STANDARD	1.L3.6.	Reading: Associate initial sounds or letters of illustrated classroom objects with words in print
STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L4.	Level 4 (Expanding)
INDICATOR / STANDARD	1.L4.5.	Reading: Connect environmental print or pictures related to hygiene or safety to teacher reading of illustrated books in L1 or L2
STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L5.	Level 5 (Bridging)
INDICATOR / STANDARD	1.L5.5.	Reading: Share "oral reading" of illustrated books related to hygiene or safety with a partner
INDICATOR / STANDARD	1.L5.6.	Reading: Identify words or phrases within illustrated classroom scenes
STRAND /	VA.2.	The Language of Language Arts, Formative Framework

TOPIC		
STANDARD / STRAND	2.L1.	Level 1 (Entering)
INDICATOR / STANDARD	2.L1.3.	Speaking: Repeat key words in rhymes from picture cues in a whole group
INDICATOR / STANDARD	2.L1.4.	Speaking: Repeat words or phrases from rhymes supported by illustrations
INDICATOR / STANDARD	2.L1.6.	Reading: Distinguish between illustrated examples of print and non-print
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L2.	Level 2 (Beginning)
INDICATOR / STANDARD	2.L2.5.	Reading: Sort pictures and icons that are the same or different with a partner
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L3.	Level 3 (Developing)
INDICATOR / STANDARD	2.L3.3.	Speaking: Rehearse short rhymes using gestures from picture cues in whole or small groups
INDICATOR / STANDARD	2.L3.4.	Speaking: Describe persons or events in rhymes supported by illustrations
INDICATOR / STANDARD	2.L3.6.	Reading: Match functions of different forms of print with illustrated examples (e.g., notes, lists, menus)
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L4.	Level 4 (Expanding)
INDICATOR / STANDARD	2.L4.4.	Speaking: Discuss what happens (plot or events) in rhymes supported by illustrations
INDICATOR / STANDARD	2.L4.5.	Reading: Identify letters in illustrated words that are the same or different with a partner
INDICATOR / STANDARD	2.L4.6.	Reading: Identify elements of print (e.g., letters, words, sentences) represented in illustrated forms
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L5.	Level 5 (Bridging)
INDICATOR / STANDARD	2.L5.1.	Listening: Match illustrations to oral reading of related sentences or short stories
INDICATOR / STANDARD	2.L5.2.	Listening: Organize pictures to create make-believe stories (e.g., beginning, middle, end) according to descriptive oral discourse
INDICATOR / STANDARD	2.L5.4.	Speaking: Paraphrase rhymes supported by illustrations

Grade: 1 - Adopted 2007

STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L1.	Level 1 (Entering)
INDICATOR / STANDARD	1.L1.6.	Reading: Match illustrated words with a word bank about cooperation or sharing
STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L2.	Level 2 (Beginning)
INDICATOR / STANDARD	1.L2.5.	Reading: Place labeled pictures with corresponding pictures on board games or other leisure activities with a partner
INDICATOR / STANDARD	1.L2.6.	Reading: Identify illustrated phrases reflective of cooperation or sharing (e.g., "I help.")

STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L3.	Level 3 (Developing)
INDICATOR / STANDARD	1.L3.6.	Reading: Find examples of cooperation or sharing in illustrated sentences (e.g., "I give her my book.")
STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L4.	Level 4 (Expanding)
INDICATOR / STANDARD	1.L4.6.	Reading: Select illustrated pairs of sentences reflective of cooperation or sharing (e.g., "I give her my book. She gives me hers.")
STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L5.	Level 5 (Bridging)
INDICATOR / STANDARD	1.L5.6.	Reading: Identify titles or main ideas illustrative of cooperation or sharing based on grade level text
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L1.	Level 1 (Entering)
INDICATOR / STANDARD	2.L1.1.	Listening: Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations
INDICATOR / STANDARD	2.L1.3.	Listening: Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books
INDICATOR / STANDARD	2.L1.5.	Speaking: Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2
INDICATOR / STANDARD	2.L1.7.	Speaking: Name people (e.g., "boy," "man") or objects depicted in illustrated covers of fictional stories
INDICATOR / STANDARD	2.L1.8.	Speaking: Name persons (characters) or settings of stories from picture books
INDICATOR / STANDARD	2.L1.11.	Speaking: Sequence a series of pictures to tell stories
INDICATOR / STANDARD	2.L1.13.	Speaking: Recognize sounds in spoken words with accompanying illustrations
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L2.	Level 2 (Beginning)
INDICATOR / STANDARD	2.L2.1.	Listening: Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books after numerous recitations
INDICATOR / STANDARD	2.L2.2.	Listening: Role play familiar, everyday activities modeled in illustrated books read by teachers in small groups
INDICATOR / STANDARD	2.L2.3.	Listening: Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books
INDICATOR / STANDARD	2.L2.5.	Speaking: Describe people or objects in titles and illustrated covers of fictional stories with a partner in L1 or L2
INDICATOR / STANDARD	2.L2.6.	Speaking: Describe people or places depicted in story pictures or wordless picture books in small groups or pairs
INDICATOR / STANDARD	2.L2.7.	Speaking: Describe people or objects in titles and illustrated covers of fictional stories
INDICATOR / STANDARD	2.L2.8.	Speaking: Describe characters or settings of stories from picture books
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L3.	Level 3 (Developing)
INDICATOR / STANDARD	2.L3.1.	Listening: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations

INDICATOR / STANDARD	2.L3.2.	Listening: Role play characters in plays, videos or illustrated stories read by teachers in small groups
INDICATOR / STANDARD	2.L3.3.	Listening: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books
INDICATOR / STANDARD	2.L3.4.	Listening: Sequence pictures of stories read aloud by beginning, middle and end
INDICATOR / STANDARD	2.L3.6.	Speaking: State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs
INDICATOR / STANDARD	2.L3.8.	Speaking: State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories
INDICATOR / STANDARD	2.L3.11.	Reading: Select titles that correspond to a sequence of pictures
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L4.	Level 4 (Expanding)
INDICATOR / STANDARD	2.L4.1.	Listening: Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books
INDICATOR / STANDARD	2.L4.2.	Listening: Reenact scenes in plays, videos or illustrated stories read by teachers in small groups
INDICATOR / STANDARD	2.L4.3.	Listening: Interpret visual connections between characters, places or objects in paragraphs or pages read aloud from illustrated pattern or predictable books
INDICATOR / STANDARD	2.L4.8.	Speaking: Narrate main events of plot sequences in given time frames of picture books or illustrated short stories
INDICATOR / STANDARD	2.L4.10.	Reading: Use phonics clues to sound out illustrated words in context
INDICATOR / STANDARD	2.L4.11.	Reading: Sequence a series of sentences to related pictures
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L5.	Level 5 (Bridging)
INDICATOR / STANDARD	2.L5.1.	Listening: Draw conclusions about characters, places or objects from pattern or predictable books read aloud
INDICATOR / STANDARD	2.L5.4.	Listening: Select logical outcomes or endings to stories read aloud
INDICATOR / STANDARD	2.L5.5.	Speaking: Connect storylines to personal experiences based on titles and illustrated covers of fictional stories
INDICATOR / STANDARD	2.L5.7.	Speaking: Relate storylines to personal experiences based on titles and illustrated covers of fictional stories

Grade: 2 - Adopted 2007

STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L1.	Level 1 (Entering)
INDICATOR / STANDARD	1.L1.6.	Reading: Match illustrated words with a word bank about cooperation or sharing
STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L2.	Level 2 (Beginning)
INDICATOR / STANDARD	1.L2.5.	Reading: Place labeled pictures with corresponding pictures on board games or other leisure activities with a partner
INDICATOR / STANDARD	1.L2.6.	Reading: Identify illustrated phrases reflective of cooperation or sharing (e.g., "I help.")
STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L3.	Level 3 (Developing)
INDICATOR / STANDARD	1.L3.6.	Reading: Find examples of cooperation or sharing in illustrated sentences (e.g., "I give

STANDARD		her my book.")
STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L4.	Level 4 (Expanding)
INDICATOR / STANDARD	1.L4.6.	Reading: Select illustrated pairs of sentences reflective of cooperation or sharing (e.g., "I give her my book. She gives me hers.")
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L1.	Level 1 (Entering)
INDICATOR / STANDARD	2.L1.1.	Listening: Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations
INDICATOR / STANDARD	2.L1.3.	Listening: Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books
INDICATOR / STANDARD	2.L1.8.	Speaking: Name persons (characters) or settings of stories from picture books
INDICATOR / STANDARD	2.L1.13.	Speaking: Recognize sounds in spoken words with accompanying illustrations
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L2.	Level 2 (Beginning)
INDICATOR / STANDARD	2.L2.2.	Listening: Role play familiar, everyday activities modeled in illustrated books read by teachers in small groups
INDICATOR / STANDARD	2.L2.6.	Speaking: Describe people or places depicted in story pictures or wordless picture books in small groups or pairs
INDICATOR / STANDARD	2.L2.8.	Speaking: Describe characters or settings of stories from picture books
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L3.	Level 3 (Developing)
INDICATOR / STANDARD	2.L3.4.	Listening: Sequence pictures of stories read aloud by beginning, middle and end
INDICATOR / STANDARD	2.L3.6.	Speaking: State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs
INDICATOR / STANDARD	2.L3.8.	Speaking: State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L4.	Level 4 (Expanding)
INDICATOR / STANDARD	2.L4.1.	Listening: Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books
INDICATOR / STANDARD	2.L4.2.	Listening: Reenact scenes in plays, videos or illustrated stories read by teachers in small groups
INDICATOR / STANDARD	2.L4.3.	Listening: Interpret visual connections between characters, places or objects in paragraphs or pages read aloud from illustrated pattern or predictable books
INDICATOR / STANDARD	2.L4.8.	Speaking: Narrate main events of plot sequences in given time frames of picture books or illustrated short stories
INDICATOR / STANDARD	2.L4.10.	Reading: Use phonics clues to sound out illustrated words in context
INDICATOR / STANDARD	2.L4.11.	Reading: Sequence a series of sentences to related pictures
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L5.	Level 5 (Bridging)
INDICATOR /	2.L5.1.	Listening: Draw conclusions about characters, places or objects from pattern or

STANDARD		predictable books read aloud
INDICATOR / STANDARD	2.L5.4.	Listening: Select logical outcomes or endings to stories read aloud
INDICATOR / STANDARD	2.L5.5.	Speaking: Connect storylines to personal experiences based on titles and illustrated covers of fictional stories
INDICATOR / STANDARD	2.L5.7.	Speaking: Relate storylines to personal experiences based on titles and illustrated covers of fictional stories

Language Arts
Grade: **K** - Adopted **2010**

STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	K.3.	The student will build oral communication skills.
INDICATOR	K.3.b)	Begin to initiate conversations.
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	K.5.	The student will understand how print is organized and read.
INDICATOR	K.5.c)	Distinguish between print and pictures.
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	K.9.	The student will demonstrate comprehension of fictional texts.
INDICATOR	K.9.b)	Relate previous experiences to what is read.
INDICATOR	K.9.c)	Use pictures to make predictions.
INDICATOR	K.9.e)	Use story language in discussions and retellings.
INDICATOR	K.9.g)	Discuss characters, setting, and events.
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	K.10.	The student will demonstrate comprehension of nonfiction texts.
INDICATOR	K.10.a)	Use pictures to identify topic and make predictions.

Grade: 1 - Adopted **2010**

STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	1.3.	The student will adapt or change oral language to fit the situation.
INDICATOR	1.3.a)	Initiate conversation with peers and adults.
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	1.7.	The student will use semantic clues and syntax to expand vocabulary when reading.
INDICATOR	1.7.b)	Use titles and pictures.
INDICATOR	1.7.c)	Use information in the story to read words.
STRAND /	VA.ESOL.	Virginia 2010 English Standards of Learning

TOPIC		
STANDARD / STRAND		Reading
INDICATOR / STANDARD	1.8.	The student will expand vocabulary.
INDICATOR	1.8.b)	Develop vocabulary by listening to and reading a variety of texts.
INDICATOR	1.8.c)	Ask for the meaning of unknown words and make connections to familiar words.
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	1.9.	The student will read and demonstrate comprehension of a variety of fictional texts.
INDICATOR	1.9.c)	Relate previous experiences to what is read.
INDICATOR	1.9.f)	Identify characters, setting, and important events.
INDICATOR	1.9.h)	Identify the main idea or theme.
INDICATOR	1.9.i)	Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	1.10.	The student will read and demonstrate comprehension of a variety of nonfiction texts.
INDICATOR	1.10.b)	Use prior and background knowledge as context for new learning.
INDICATOR	1.10.h)	Read and reread familiar passages with fluency, accuracy, and meaningful expression.

Grade: 2 - Adopted 2010

STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	2.6.	The student will use semantic clues and syntax to expand vocabulary when reading.
INDICATOR	2.6.a)	Use information in the story to read words.
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	2.7.	The student will expand vocabulary when reading.
INDICATOR	2.7.d)	Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	2.8.	The student will read and demonstrate comprehension of fictional texts.
INDICATOR	2.8.b)	Relate previous experiences to the main idea.
INDICATOR	2.8.e)	Describe characters, setting, and important events in fiction and poetry.
INDICATOR	2.8.g)	Identify the main idea.
INDICATOR	2.8.i)	Draw conclusions based on the text.
INDICATOR	2.8.j)	Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading

STRAND		
INDICATOR / STANDARD	2.9.	The student will read and demonstrate comprehension of nonfiction texts.
INDICATOR	2.9.c)	Use prior and background knowledge as context for new learning.
INDICATOR	2.9.h)	Read and reread familiar passages with fluency, accuracy, and meaningful expression.
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	2.10.	The student will demonstrate comprehension of information in reference materials.
INDICATOR	2.10.b)	Use pictures, captions, and charts.

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.

**Virginia Standards of Learning
 English Language Learners
 Grade: K - Adopted 2007**

STRAND / TOPIC	VA.1.	Social and Instructional Language, Formative Framework
STANDARD / STRAND	1.L3.	Level 3 (Developing)
INDICATOR / STANDARD	1.L3.4.	Speaking: Use polite language in conversations (e.g., role play, telephone talk)
STRAND / TOPIC	VA.2.	The Language of Language Arts, Formative Framework
STANDARD / STRAND	2.L4.	Level 4 (Expanding)
INDICATOR / STANDARD	2.L4.4.	Speaking: Discuss what happens (plot or events) in rhymes supported by illustrations

Language Arts

STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	K.3.	The student will build oral communication skills.
INDICATOR	K.3.b)	Begin to initiate conversations.
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	K.10.	The student will demonstrate comprehension of nonfiction texts.
INDICATOR	K.10.b)	Identify text features specific to the topic, such as titles, headings, and pictures.

Grade: 1 - Adopted 2010

STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Oral Language
INDICATOR / STANDARD	1.3.	The student will adapt or change oral language to fit the situation.

INDICATOR	1.3.a)	Initiate conversation with peers and adults.
STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	1.10.	The student will read and demonstrate comprehension of a variety of nonfiction texts.
INDICATOR	1.10.d)	Identify text features such as pictures, headings, charts, and captions.
INDICATOR	1.10.g)	Identify the main idea.

Grade: 2 - Adopted 2010

STRAND / TOPIC	VA.ESOL.	Virginia 2010 English Standards of Learning
STANDARD / STRAND		Reading
INDICATOR / STANDARD	2.9.	The student will read and demonstrate comprehension of nonfiction texts.
INDICATOR	2.9.g)	Identify the main idea.
