Treasure Bay Interactive
Grades: K, 1, 2
States: Nebraska Academic Standards

Treasure Bay Interactive – All titles in this series of interactive e-books correlate to these standards. Summary: Summary: Perfect for your interactive whiteboards and computers (and does not require any other software to use)! Each of these e-book editions features interactive text and audio, plus bonus games to reinforce reading skills. On each page, users can choose to read the text themselves or have an audio recording of the text read to them. When audio is played, the text is highlighted in sync with the recording, helping young readers to follow along and learn new words. Each illustration in these e-books also offers the opportunity for interactive learning. And the text on each page is clickable to play individual words, phrases or sentences.

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 0.1.4	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.e	Retell main ideas from informational text
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)

<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 1.1.1	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)
INDICATOR	LA 1.1.3.h	Monitor the accuracy of decoding
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.b	Use a core of high-frequency words and phrases
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 STANDARD	NE.LA 1.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
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.e	Retell main ideas from informational text
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)

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 2.1.2**	Phonological Awareness: Concept mastered at a previous grade level
CONTENT STANDARD	**NE.LA 2.1**	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	**LA 2.1.3**	Word Analysis: Students will use phonetic analysis to read, write, and spell grade-level text.
INDICATOR	**LA 2.1.3.a**	Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs)
INDICATOR	**LA 2.1.3.b**	Read, write, and spell sight words
INDICATOR	**LA 2.1.3.f**	Monitor the accuracy of decoding
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.b**	Read high-frequency words and phrases accurately and automatically
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.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
INDICATOR	**LA 2.1.6.n**	Make and confirm/modify predictions before, during, and after reading(e.g., illustrations, 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)