



Toon Books
Grades: 1, 2, 3
States: Nebraska Academic Standards

Toon Books – All titles in this series correlate to these standards.
 Summary: Summary: These Toon Books are all award-winning graphic novels with age-appropriate, high-interest stories specifically designed for early readers (Grades 1–3). They are perfect for reading together—and for reluctant and struggling readers!

Nebraska Academic Standards
Language Arts
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 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.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	Demonstrate listening skills needed for multiple situations and modalities (e.g., stories,

	1.3.2.a	songs, conversations, student sharing, teacher presentation)
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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 2.1.4	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 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)

Grade: 3 - Adopted 2009

CONTENT STANDARD	NE.LA 3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 3.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading grade-level text.
INDICATOR	LA 3.1.4.a	Read phrases, clauses, and sentences that sound like natural language to support comprehension
INDICATOR	LA 3.1.4.b	Read words and phrases accurately and automatically
INDICATOR	LA 3.1.4.c	Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text
INDICATOR	LA 3.1.4.d	Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing
CONTENT STANDARD	NE.LA 3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 3.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

INDICATOR	LA 3.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations
CONTENT STANDARD	NE.LA 3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 3.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
INDICATOR	LA 3.1.6.b	Identify elements of narrative text (e.g., characters, setting, plot, point of view)
INDICATOR	LA 3.1.6.c	Retell and summarize narrative text including characters, setting, and plot with supporting details
INDICATOR	LA 3.1.6.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 3.1.6.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 3.1.6.n	Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)
INDICATOR	LA 3.1.6.o	Use examples and details in a text to make inferences about a story or situation
INDICATOR	LA 3.1.6.p	Respond to text verbally, in writing, or artistically