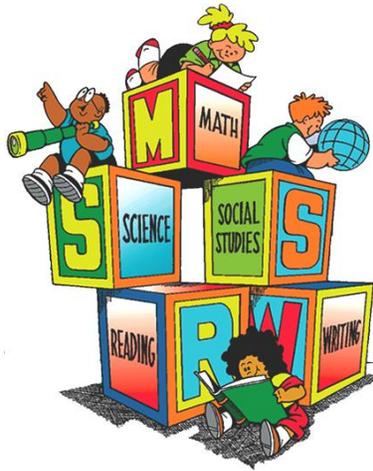


# Nebraska



# Reading Standards with Extended Indicators

for  
Students with Significant Disabilities  
taking the  
NeSA Alternate Assessment Reading (NeSA-AAR)

Improving students' ability to learn, communicate,  
and collaborate through literacy education.

**Nebraska Reading Standards with Extended Indicators**  
for  
Students with Significant Disabilities  
Taking the NeSA Alternate Assessment Reading (NeSA-AAR)

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Nebraska Reading Standards and Extended Indicators  
for  
**Students with Significant Disabilities**  
Taking the NeSA Alternate Assessment Reading (NeSA-AAR)

## Overview

### Introduction

Literacy is defined as “the ability to use language to read, write, listen and speak...at a level that lets one understand and communicate ideas in literate society, so as to take part in that society.”

([www.wikipedia.org](http://www.wikipedia.org))

The reading standards and extended indicators in this document were developed by Nebraska educators to facilitate and direct literacy instruction for students with significant intellectual disabilities. They are directly aligned to the Nebraska Reading Standards and indicators adopted in 2009 by the Nebraska State Board of Education.

### Students with Significant Intellectual Disabilities

In the United States, approximately 1% of school-aged children have an intellectual disability that is “characterized by significant limitations both in intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills.” (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2009) These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. In addition to significant intellectual disabilities, students may also have accompanying communication, motor, sensory, or other impairments.

### Background in Literacy and Students with Significant Intellectual Disabilities

Students with significant intellectual disabilities first gained mandated access to the general curriculum through the Individuals with Disabilities Education Act Amendments (IDEA) of 1997 (PL 105-17), with further access guaranteed following the passage of the No Child Left Behind Act (NCLB) of 2001 (PL 107-110), a reauthorization of the Elementary and Secondary Education Act of 1965 (PL 89-10). NCLB required states to establish challenging standards aligned with the general education curriculum, to develop an assessment program that measures student progress against those standards in the areas of reading/language arts and math, and to hold schools accountable for ensuring that students achieve the standards. An important part of NCLB is the regulation that all children, including those with the most significant intellectual disabilities, make adequate yearly progress (AYP) toward achieving grade-level standards (U.S. Department of Education, 2004). Progress is monitored using alternate assessments reflecting alternate achievement standards and/or indicators. (Center for

Literacy and Disabilities Studies, University of North Carolina at Chapel Hill, 2009) Nebraska students' progress in the general curriculum through these alternate access or entry points is measured through the Nebraska State Accountability (NeSA) tests.

### **The Role of Extended Indicators**

For students with significant intellectual disabilities, achieving grade-level standards is not the same as meeting grade-level expectations because their instructional program addresses extended indicators.

It is important for teachers of students with significant intellectual disabilities to recognize that extended indicators are not meant to be viewed as sufficient skills or understandings. Extended indicators must be viewed only as **access or entry points** to the grade-level standards. The extended indicators in this document are not intended as the end goal but rather a starting place for moving students forward to conventional reading and writing.

### **Alternate Assessment Determination Guidelines**

The student taking a NeSA Alternate Assessment is characterized by significant limitations both in intellectual functioning and adaptive behavior which is expressed in conceptual, social, and practical adaptive skills and that originates before age 18. (American Association of Intellectual and Developmental Disabilities, 2009)

The IEP team should also consider the following guidelines:

- The student requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.
- The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations
- The student's curriculum and instruction is closely aligned to the Nebraska Reading Standards with extended indicators.
- The student may have accompanying communication, motor sensory, or other impairments.

# Nebraska Third Grade Reading Standards and Indicators for Students with Significant Disabilities

## K-12 Comprehensive Reading Standard:

Students will learn and apply reading skills and strategies to comprehend text.

### VOCABULARY

**LA 3.1.5 Vocabulary:**      **Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator      LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meanings (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)

**Extended Indicator**      **LAE 3.1.5.a Identify plural words and illustrations that show more than one**

Indicator      LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words

**Extended Indicator**      **LAE 3.1.5.c Use context clues (e.g., differences between letters and numbers, sentence clues, re-reading) and text feature (e.g., graphs, illustrations) to determine meaning of unknown words**

Indicator      LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)

**Extended Indicator**      **LAE 3.1.5.d Categorize words or illustrations (e.g., food, animals, transportation)**

### COMPREHENSION

**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.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension

**Extended Indicator**      **LAE 3.1.6.a Recognize that authors communicate their thoughts through writing**

Indicator      LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)

**Extended Indicator**      **LAE 3.1.6.b Identify elements of narrative text (e.g., main character)**

Indicator      LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details.

**Extended Indicator**      **LAE 3.1.6.c Recall basic facts from narrative text (e.g., characters)**

Indicator      LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)

**Extended Indicator**      **LAE 3.1.6.d Identify the literary device, onomatopoeia**

Indicator	LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details
<b>Extended Indicator</b>	<b>LAE 3.1.6.e Identify the main idea from an informational text</b>
Indicator	LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)
<b>Extended Indicator</b>	<b>LAE 3.1.6.f Identify the first event in a three- step organizational pattern in informational text using illustrations</b>
Indicator	LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)
<b>Extended Indicator</b>	<b>LAE 3.1.6.g Apply knowledge of text features to gain meaning (e.g., matching illustration to text or illustration to illustration)</b>
Indicator	LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
<b>Extended Indicator</b>	<b>LAE 3.1.6.h Recognize informational (nonfiction) genres</b>
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
<b>Extended Indicator</b>	<b>ALE 3.1.6.j Answer literal questions using information from the text</b>

# Nebraska Fourth Grade Reading Standards and Indicators for Students with Significant Disabilities

## K-12 Comprehensive Reading Standard:

Students will learn and apply reading skills and strategies to comprehend text.

### VOCABULARY

**LA 4.1.5 Vocabulary:**            **Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator            LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meanings (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)

**Extended Indicator            LAE 4.1.5.a Identify singular and plural illustrations and words representing nouns**

Indicator            LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words

**Extended Indicator            LAE 4.1.5.c Use context clues (e.g., identify the illustration that corresponds to the unknown word, sentence clues, re-reading) and text features (e.g., graphs, illustrations, title of a text, maps) to determine meaning of unknown words**

Indicator            LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)

**Extended Indicator            LAE 4.1.5.d Identify word patterns/families (e.g., pat, sat, hat...)**

### COMPREHENSION

**LA 4.1.6 Comprehension:**            **Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**

Indicator            LA 4.1.6.a Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text

**Extended Indicator            LAE 4.1.6.a Identify author’s purpose through the feelings of the reader (e.g., happy, sad, scared)**

Indicator            LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)

**Extended Indicator            LAE 4.1.6.b Identify elements of narrative text (e.g., main character and setting)**

Indicator            LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details.

**Extended Indicator            LAE 4.1.6.c Recall basic facts from narrative text (e.g., characters and setting)**

Indicator	LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
<b>Extended Indicator</b>	<b>LAE 4.1.6.d Identify the literary device of imagery by matching descriptions to illustrations</b>
Indicator	LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details
<b>Extended Indicator</b>	<b>LAE 4.1.6.e Identify the main idea from an informational text</b>
Indicator	LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
<b>Extended Indicator</b>	<b>LAE 4.1.6.f Identify the first and last event in a three-step organizational pattern in informational text using illustrations</b>
Indicator	LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)
<b>Extended Indicator</b>	<b>LAE 4.1.6.g Apply knowledge of text features to locate information on simple maps</b>
Indicator	LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
<b>Extended Indicator</b>	<b>LAE 4.1.6.h Recognize narrative (fiction) genres</b>
Indicator	LA 4.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
<b>Extended Indicator</b>	<b>LAE 4.1.6.j Answer literal questions using information from the text</b>

# Nebraska Fifth Grade Reading Standards and Indicators

## for Students with Significant Disabilities

### K-12 Comprehensive Reading Standard:

Students will learn and apply reading skills and strategies to comprehend text.

### VOCABULARY

**LA 5.1.5 Vocabulary:**                    **Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator                    LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meanings (e.g., affixes, abbreviations, parts of speech, word origins)

**Extended Indicator                    LAE 5.1.5.a Identify the illustration or word representing parts of speech and word structure (e.g., contractions, action verbs, compound words)**

Indicator                    LA 5.1.5.c Select and apply context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures

**Extended Indicator                    LAE 5.1.5.c Use context clues (e.g., illustrations that identifies the meaning of an unknown word, sentence clues, re-reading) and text features (e.g., captions, graphs, illustrations, titles, maps, etc.) to determine meaning of unknown words in a variety of text structures**

Indicator                    LA 5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)

**Extended Indicator                    LA 5.1.5.d Identify synonyms and antonyms using illustrations or words**

### COMPREHENSION

**LA 5.1.6 Comprehension:**                    **Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**

Indicator                    LA 5.1.6.a Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, bias) influences text

**Extended Indicator                    LAE 5.1.6.a Determine if the author’s purpose is to entertain**

Indicator                    LA 5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)

**Extended Indicator                    LAE 5.1.6.b Identify elements of narrative text (e.g., main character, setting, and theme)**

Indicator                    LA 5.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details.

**Extended Indicator                    LAE 5.1.6.c Recall basic facts from narrative text (e.g., characters, setting, and theme)**

Indicator	LA 5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
<b>Extended Indicator</b>	<b>LAE 5.1.6.d Identify the literary device of alliteration</b>
Indicator	LA 5.1.6.e Summarize and analyze the main idea from informational text using supporting details
<b>Extended Indicator</b>	<b>LAE 5.1.6.e Identify the main idea from an informational text using supporting details</b>
Indicator	LA 5.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
<b>Extended Indicator</b>	<b>LAE 5.1.6.f Sequence three events in informational text using illustrations</b>
Indicator	LA 5.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings,)
<b>Extended Indicator</b>	<b>LAE 5.1.6.g Apply knowledge of text features to locate information on a schedule or chart</b>
Indicator	LA 5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
<b>Extended Indicator</b>	<b>LAE 5.1.6.h Discriminate between informational and narrative (fiction and nonfiction) genres</b>
Indicator	LA 5.1.6.k Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources
<b>Extended Indicator</b>	<b>Answer literal questions using information from the text to support answers</b>

# Nebraska Sixth Grade Reading Standards and Indicators for Students with Significant Disabilities

## K-12 Comprehensive Reading Standard:

Students will learn and apply reading skills and strategies to comprehend text.

### VOCABULARY

**LA 6.1.5 Vocabulary:**      **Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator      LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

**Extended Indicator      LAE 6.1.5.a Determine the meaning of words using roots, prefixes and suffixes, including words in science, mathematics, and social studies**

Indicator      LA 6.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures

**Extended Indicator      LAE 6.1.5.c Use context clues (e.g., use words, phrases and/or sentences) and text features (e.g., titles, illustrations, captions, and maps) to determine meaning of unknown words in a variety of text structures**

Indicator      LA 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)

**Extended Indicator      LA 6.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, and comparisons)**

### COMPREHENSION

**LA 6.1.6 Comprehension:**      **Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**

Indicator      LA 6.1.6.a Explain how author’s purpose and perspective affect the meaning and reliability of the text

**Extended Indicator      LAE 6.1.6.a. Determine if the author’s purpose is to inform**

Indicator      LA 6.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)

**Extended Indicator      LAE 6.1.6.b Identify elements of narrative text (e.g., characters, setting and theme)**

Indicator      LA 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme

**Extended Indicator      LAE 6.1.6.c Recall basic facts from narrative text (e.g., characters, setting, theme, plot)**

Indicator	LA 6.1.6.d Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
<b>Extended Indicator</b>	<b>LAE 6.1.6.d Identify the use of literary devices in a narrative passage (e.g., metaphors, similes, and comparisons)</b>
Indicator	LA 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details
<b>Extended Indicator</b>	<b>LAE 6.1.6.e Identify and retell the main idea from informational text</b>
Indicator	LA 6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g. sequence, description, cause and effect, compare/contrast, fact/opinion)
<b>Extended Indicator</b>	<b>LAE 6.1.6.f Identify organizational patterns found in informational text (e.g., sequence, cause-effect, etc.)</b>
Indicator	LA 6.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)
<b>Extended Indicator</b>	<b>LAE 6.1.6.g Use text features to locate information (e.g., maps, graphs, lists, illustrations, and captions)</b>
Indicator	LA 6.1.6.h Distinguish between the defining characteristics of different narrative and informational genres (e.g. textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)
<b>Extended Indicator</b>	<b>LAE 6.1.6.h Identify a story book, text book, and magazine</b>
Indicator	LA 6.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources
<b>Extended Indicator</b>	<b>LA6.1.6.k Answer literal questions using prior knowledge and supporting information from the text</b>

# Nebraska Seventh Grade Reading Standards and Indicators for Students with Significant Disabilities

## **K-12 Comprehensive Reading Standard:**

**Students will learn and apply reading skills and strategies to comprehend text.**

### **VOCABULARY**

**LA 7.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator LA 7.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

**Extended Indicator LAE 7.1.5.a Determine the meaning of words using roots, prefixes and suffixes, including words in science, mathematics, and social studies**

Indicator LA 7.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words

**Extended Indicator LAE 7.1.5.c Use context clues (e.g. word, phrase, and/or sentence) and text features (e.g., titles, illustrations, captions, tables, and maps) to determine meaning of unknown words.**

Indicator LA 7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, and subtle distinctions)

**Extended Indicator LAE 7.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, and comparisons)**

### **COMPREHENSION**

**LA 7.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**

Indicator LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective

**Extended Indicator LAE 7.1.6.a Determine if the author's purpose is to entertain or inform the reader**

Indicator LA 7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)

**Extended Indicator LAE 7.1.6.b Identify elements of narrative text (e.g., character(s), setting, plot [beginning, middle, & ending])**

Indicator LA 7.1.6.c Analyze author's use of literacy devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)

**Extended Indicator LAE 7.1.6.c Identify the use of literary devices in a narrative passage (e.g., metaphors, similes, and comparisons)**

Indicator	LA 7.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details
<b>Extended Indicator</b>	<b>LAE 7.1.6.d Identify the main idea from informational text</b>
Indicator	LA 7.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)
<b>Extended Indicator</b>	<b>LAE 7.1.6.e Identify organizational patterns found in informational text (e.g., sequence, cause-effect, and comparisons)</b>
Indicator	LA 7.1.6.f Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)
<b>Extended Indicator</b>	<b>LAE 7.1.6.f Use text features to locate information (e.g., graphs, lists, illustrations &amp; captions, table of contents and maps)</b>
Indicator	LA 7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
<b>Extended Indicator</b>	<b>LAE 7.1.6.g Identify narrative and informational genres (e.g., storybook, text book, magazine and newspaper)</b>
Indicator	LA 7.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers
<b>Extended Indicator</b>	<b>LAE 7.1.6.j Answer literal questions using prior knowledge and supporting information from the text</b>

# Nebraska Eighth Grade Reading Standards and Indicators for Students with Significant Disabilities

## K-12 Comprehensive Reading Standard:

Students will learn and apply reading skills and strategies to comprehend text.

### VOCABULARY

**LA 8.1.5 Vocabulary:**            **Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator	LA 8.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies
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<b>Extended Indicator</b>	<b>LAE 8.1.5.a Determine the meaning of words using roots, prefixes, and suffixes including words in science, mathematics, and social studies</b>
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Indicator	LA 8.1.5.c Select a context clue strategy to determine meaning of unknown word appropriate to text (e.g., restatement, example, gloss, annotations, sidebar)
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<b>Extended Indicator</b>	<b>LAE 8.1.5.c Use context clues (e.g. word, phrase, sentence and/or paragraph clues) and text features (e.g., titles, illustrations, captions, headings, tables, and maps,) to determine meaning of unknown word appropriate to text.</b>
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Indicator	LA 8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)
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<b>Extended Indicator</b>	<b>LAE 8.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, comparisons, and idioms)</b>
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### COMPREHENSION

**LA 8.1.6 Comprehension:**            **Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**

Indicator	LA 8.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources.
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<b>Extended Indicator</b>	<b>LAE 8.1.6.a Determine if the author's purpose is to persuade the reader</b>
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Indicator	LA 8.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)
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<b>Extended Indicator</b>	<b>LAE 8.1.6.b Identify elements of narrative text (e.g., character(s), setting, plot (beginning, middle, &amp; end) and conflict</b>
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Indicator	LA 8.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)
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<b>Extended Indicator</b>	<b>LAE 8.1.6.c Identify the use of literary devices in a narrative passage (e.g., metaphors, similes, comparisons, and idioms)</b>
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Indicator	LA 8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details
<b>Extended Indicator</b>	<b>LAE 8.1.6.d Identify and retell the main idea and supporting details from informational text</b>
Indicator	LA 8.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)
<b>Extended Indicator</b>	<b>LAE 8.1.6.e Identify organizational patterns found in informational text (e.g., sequence, cause-effect, comparisons and fact/opinion)</b>
Indicator	LA 8.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists )
<b>Extended Indicator</b>	<b>LAE 8.1.6.f Use text features to locate information (e.g., graphs, lists, illustrations &amp; captions, table of contents, maps, and headings)</b>
Indicator	LA 8.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres.
<b>Extended Indicator</b>	<b>LAE 8.1.6.g Identify narrative and informational genres (e.g., storybook, text book, magazine, newspaper and dictionary)</b>
Indicator	LA 8.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers
<b>Extended Indicator</b>	<b>LAE 8.1.6.j Answer literal and inferential questions using prior knowledge and supporting information from the text</b>

# Nebraska Twelfth Grade Reading Standards and Indicators for Students with Significant Disabilities

## **K-12 Comprehensive Reading Standard:**

**Students will learn and apply reading skills and strategies to comprehend text.**

### **VOCABULARY**

**LA 12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.**

Indicator LA 12.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

**Extended Indicator LAE 12.1.5.a Determine the meaning of words using roots, prefixes and suffixes including words in science, mathematics, and social studies**

Indicator LA 12.1.5.c Independently apply appropriate strategy to determine meanings of unknown words in text

**Extended Indicator LAE 12.1.5.c Use context clues (e.g. word, phrase, sentence and/or paragraphs) and text features (e.g., titles, illustrations, captions, headings, tables, maps, and indexes) to determine meaning of unknown words in text**

Indicator LA 12.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

**Extended Indicator LAE 12.1.5.a Determine the meaning of words using roots, prefixes and suffixes including words in science, mathematics, and social studies**

### **COMPREHENSION**

**LA 12.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**

Indicator LA 12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources

**Extended Indicator LAE 12.1.6.a Determine if the author's purpose is to entertain, inform, or persuade**

Indicator LA 12.1.6.b Analyze and evaluate elements of narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, view tone, and mood)

**Extended Indicator LAE 12.1.6.b Identify elements of narrative text (e.g., character(s), setting, theme, and plot (beginning, middle, & end), conflict, and mood**

Indicator LA 12.1.6.c Analyze the function and critique the effects of the authors use of stylistic and literary devices (e.g. allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)

**Extended Indicator LAE 12.1.6.c Identify the use of literary devices in a narrative passage (e.g., metaphors, similes, comparisons, idioms, personification, and mood)**

Indicator	LA 12.6.d Summarize, analyze, synthesize, and evaluate informational text
<b>Extended Indicator</b>	<b>LAE 12.1.6.d Identify and retell the main idea and supporting details from informational text</b>
Indicator	LA 12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)
<b>Extended Indicator</b>	<b>LAE 12.1.6.e Identify organizational patterns found in informational text (e.g., sequence, description, cause-effect, compare/contrast, fact/opinion)</b>
Indicator	LA 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)
<b>Extended Indicator</b>	<b>LAE 12.1.6.f Use text features to locate information (e.g., graphs, lists, illustrations &amp; captions, table of contents, maps, headings, and charts)</b>
Indicator	LA 12.1.6.g Analyze and evaluate inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding
<b>Extended Indicator</b>	<b>LAE 12.1.6.g Identify narrative and informational genres (e.g., storybook, text book, magazine, newspaper, dictionary and encyclopedia)</b>
Indicator	LA 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluative prior knowledge, information from the text
<b>Extended Indicator</b>	<b>LA 12.1.6.j Answer and generate literal questions using prior knowledge and supporting information from the text</b>