



NEBRASKA DEPARTMENT OF EDUCATION

Introduction to the Nebraska Standards Alignment Study

The Nebraska State Board of Education's number one goal is to, "Improve achievement outcomes for all students". One way to do this is to ensure that all Nebraska students graduate from high school being fully prepared for college and career. To accomplish this, it is imperative that Nebraska has rigorous K-12 academic standards in place that prepare students for the demands of college and career. In addition, State Statute section 79.760.01 requires that academic content standards be reviewed every five years. It is now time to begin looking at Nebraska's language arts and mathematics standards which were adopted in 2009. Since the development of the Nebraska Standards, the National Governor's Association and the Council of Chief State School Officers released a set of Common Core State Standards in language arts and mathematics. These standards have been adopted by a majority of the states around the country.

As a part of Nebraska's review process the Nebraska State Board of Education authorized an alignment study between the Common Core State Standards and the Nebraska Standards in English language arts and mathematics for each grade level in March of 2013. The results of this study will be used to assist the Board in the review of Nebraska standards as they work to ensure that all students meeting the Nebraska standards are ready for a successful transition to college or career.

The results of the language arts section of this study are listed in the following documents (mathematics will be posted on September 6, 2013):

The Executive Summary – This report highlights the key points in the language arts section of the study. It also gives specific information for each grade level. The report notes the degree of match that exists; strong, partial, or weak. Where a partial match is identified, the nature of the difference is defined; specificity, scope, emphasis, phrasing. These results are exemplified in a series of charts followed by a brief narrative explaining the differences. Note: The Nebraska standards and the Common Core State Standards are organized differently, resulting in a high number of partial matches (i.e., it may take three Common Core Standards to exemplify what is listed in one Nebraska standard or vice versa). The two sets of standards, when compared in their entirety, show a strong alignment.

The McREL Alignment Study – The results of the study are shown in two different ways: Nebraska standards as the anchor showing how the Common Core Standards compare; Common Core Standards as the anchor showing how Nebraska standards compare. The comparisons are done at the "example indicator level" level of specificity in the Nebraska Standards. Again, because the two sets of standards are organized differently, the results will differ between the two.

Nebraska contracted with McREL (Mid-Continent Research for Education and Learning) to do this study. McREL has conducted previous validation studies on Nebraska's language arts, mathematics and social studies standards. Their work has always been of the highest caliber. McREL provided national experts in the specific content areas for this work. They have conducted similar studies for several other states including North Dakota and Wyoming.

For the Nebraska Department of Education

Comparison of the Nebraska Language Arts Standards to the Common Core State Standards for the English Language Arts,

Grades K–12

June 2013

MREL

About McREL

Mid-continent Research for Education and Learning (McREL) is a nonprofit education and research organization based in Denver, Colorado, with offices in Honolulu, Hawai'i and Melbourne, Australia. McREL has more than 40 years of experience conducting research and evaluation, developing resources and tools, and providing technical assistance, professional development, and consultation in system improvement, the development of standards-based programs, student assessment, evaluation and policy studies, strategic planning, out-of-school-time learning, and leadership development. McREL's client list includes federal, regional, and state agencies; school districts; institutions of higher education; foundations; private organizations; and international entities.

McREL operates two large U.S. Department of Education-funded programs: Regional Educational Laboratory Pacific (REL Pacific), and the North Central Comprehensive Center (NCCC). REL Pacific is part of a network of ten laboratories that helps states, entities, districts, and schools make the best use of their data systems; conducts high-quality research and evaluation; provides opportunities for practitioners to learn about the best education research; and helps education policymakers and practitioners incorporate data-based practices into regular decision making. The North Central Comprehensive Center (NCCC), which serves the states of Nebraska, North Dakota, South Dakota, and Wyoming, provides a range of research-based training and technical assistance to build state capacity to implement the provisions of the No Child Left Behind Act (NCLB) and help districts and schools achieve the goals of the law through sustained support to districts and schools in need of improvement.

Our Web site (www.mcrel.org) offers hundreds of reports, tools, guides, and services designed to improve school and student performance. If you have a question about McREL, contact us at 303.337.0990 or info@mcrel.org.



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Document Overview

This document is a tool for understanding the relationship between the *Nebraska Mathematics Standards* and the *Common Core State Standards for Mathematics*. It is organized by the Nebraska standards and presents an analysis, done from the perspective of the Nebraska standards, of how content in the Nebraska standards is represented in the Common Core standards. A paired document is available that is organized by the Common Core standards, and the analysis in that document is presented from the Common Core perspective. Educators and others can use this document as a map from each Nebraska indicator to the specific standards in the Common Core that address the same or similar content, allowing users to track where particular student knowledge and skills in the Nebraska standards are addressed in the Common Core.

The analysis used two categories of criteria to compare the Nebraska and Common Core standards: content alignment and rigor. **Content alignment** characterizes the nature of the content match between the Common Core and Nebraska standards. The standards were also compared to identify relative **Rigor**. Descriptions of these criteria are provided with the introduction to each grade. Grade level graphs and a summary of findings provide a quick overview of how commonly the different types of alignments were found and how the documents differed in level of rigor.

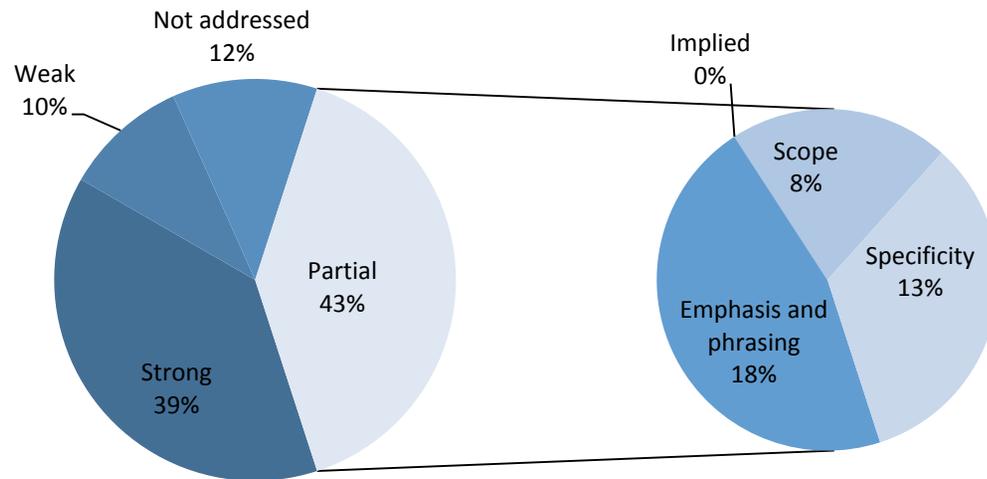
This comparison is the product of a careful review of both documents by content experts who have published guides on the Common Core. As with any such work, individuals may differ in their interpretation of content and some disagreement concerning specific matches and ratings are inevitable. The content description ratings and rigor designations are provided as a tool to help users understand general trends in the relationship between the two documents; they are not intended as a critique or evaluation of either document. As a tool, this comparison provides specific information that will help inform discussions about the Common Core as it relates to current expectations in Nebraska schools.

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Kindergarten: How the Nebraska Standards content is addressed in the Common Core

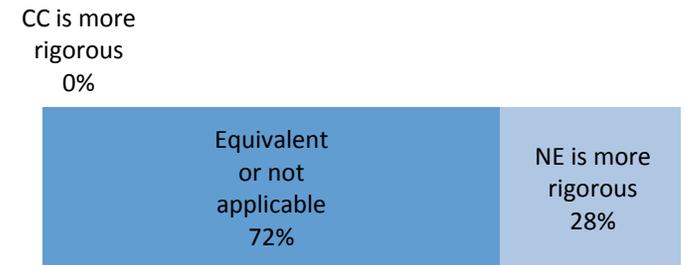
How well the Nebraska language arts content is addressed in the Common Core English language arts standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. **Content alignment** characterizes the nature of the content match between the Nebraska and Common Core standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska standards. A *Partial* match is assigned when the Common Core standard either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska content, differs importantly in its *Emphasis and Phrasing*, or provides only an *Implied* coverage of the content. If more than one of the issues just described characterizes the coverage of a Nebraska indicator by Common Core, the alignment is identified as *Weak*. Finally, if an indicator in the Nebraska standards could not be aligned to a Common Core standard, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. An indicator or standard was counted more rigorous over the other when higher demands are made of students, either because the same content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.

Summary of Content Alignments



A summary of how well Common Core standards addressed content in the Nebraska standards. See above for a discussion about the alignment categories.

Rigor



Content in the Common Core standards was compared to the Nebraska standards for the relative demands placed on students. The graph displays the percentage of indicators that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two sets of standards, or could not be rated for rigor, including when content was not addressed by both documents or when differences between the content made rigor comparisons invalid. See discussion above for more information.

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Kindergarten Overview

A few topics in the Nebraska Standards for Language Arts are not also addressed by the Common Core ELA-Literacy Standards. The topics not found in the Common Core are related to understanding the purpose of print, segmenting spoken sentences, imitating language patterns, listening to complete a task, and a few skills related to multiple literacies. Likewise, a few topics in the Nebraska standards are minimally addressed by the Common Core standards, receiving a weak alignment rating. In many cases, weak alignments are due to significant differences in emphasis in the descriptions of reading and writing strategies. In other cases, alignments rated as weak also have a difference in the scope; meaning, the Common Core standards include some, but not all of the content found in the Nebraska indicator. Many Nebraska indicators are fully addressed in Common Core and were rated strong. In particular, Nebraska indicators that address early reading and decoding skills were fully addressed in the Common Core. Many alignments were rated as partial, and many of these partial alignments are due to differences in emphasis and phrasing; some others are due to differences in specificity. In regards to rigor, the Nebraska standards were found to require some expectations at an earlier grade level than the Common Core standards, and the Common Core standards sometimes specify that students receive prompting and support to accomplish the described skills, while the Nebraska standards do not. In no cases were the Common Core standards found to be more rigorous than the Nebraska standards.

Of the 60 rated indicators in the Nebraska standards for kindergarten, 53 are addressed and 7 is not addressed by the Common Core. Of those addressed, 23 are strong alignments, 24 are partial alignments, and 6 are weak alignments.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
Kindergarten				
LA 0.1 READING: Students will learn and apply reading skills and strategies to comprehend text.				
0.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print				
0.1.1.a	Identify variations in print (e.g., font, size, bold, italic, upper/lower case)	Weak	NE includes variations in font, size, and italics. Content is similar, with significant differences in emphasis and phrasing. NE content for bold print is in kindergarten; CC content for bold print is in grade 2.	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RF.K.2.a Recognize and name all upper- and lowercase letters of the alphabet.
0.1.1.b	Explain that the purpose of print is to carry information (e.g., environmental print, names)	Not addressed		
0.1.1.c	Demonstrate voice to print match (e.g., student points to print as someone reads)	Weak	Content is similar, with significant differences in emphasis and phrasing.	RF.K.1.a Follow words from left to right, top to bottom, and page by page
0.1.1.d	Demonstrate understanding that words are made up of letters	Strong		RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
0.1.1.e	Identify parts of a book (e.g., cover, pages, title, author, illustrator)	Strong		RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
						each in presenting the ideas or information in a text
0.1.1.f	Demonstrate knowledge that print reads from left to right and top to bottom	Strong			RF.K.1.a	Follow words from left to right, top to bottom, and page by page
0.1.1.g	Identify punctuation (e.g., period, exclamation mark, question mark)	Strong			L.K.2.b	Recognize and name end punctuation.
0.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.						
0.1.2.a	Segment spoken sentences into words	Not addressed				
0.1.2.b	Identify and produce oral rhymes	Strong			RF.K.2.a	Recognize and produce rhyming words.
0.1.2.c	Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday)	Strong			RF.K.2.b	Count, pronounce, blend, and segment syllables in spoken words.
0.1.2.d	Blend spoken onsets and rimes to form simple words (e.g., v-an, gr-ab)	Strong			RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.
0.1.2.e	Segment onsets and rimes orally (e.g., v-an, gr-ab)	Strong			RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.
0.1.2.f	Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)	Strong	NE	NE content is in kindergarten; CC content is in grade 1.	RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
0.1.2.g	Segment phonemes in spoken words (e.g., beginning, middle,	Strong			RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final sounds

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	and ending sounds; recognize same sounds in different words)			(phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.				
0.1.3.a	Identify upper and lower case letters	Strong		RF.K.2.a Recognize and name all upper- and lowercase letters of the alphabet.
0.1.3.b	Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)	Strong		RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
				RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
				L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
0.1.3.c	Read at least 25 basic high frequency words from a commonly used list	Partial (specificity)	NE specifies reading at least 25 high frequency words.	RF.K.3.c Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).
0.1.3.d	Use phonetic knowledge to write (e.g., approximated spelling)	Strong		L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
0.1.3.e	Recognize known words in connected text (e.g., big book, environmental print, class list, labels)	Weak		Content is similar, with significant differences in emphasis and phrasing.	RF.K.4	Read emergent-reader texts with purpose and understanding.
0.1.3.f	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	RF.K.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
					RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
0.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.						
0.1.4.a	Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing. NE content for imitating expression is in kindergarten; CC content for using expression begins in grade 1 but is more difficult.	RF.K.4	Read emergent-reader texts with purpose and understanding.
					RF.4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
0.1.4.b	Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)	Not addressed				
0.1.4.c	Read familiar text with others, maintaining an appropriate pace	Partial (scope)		NE includes reading with others. NE content for reading with an appropriate pace is in kindergarten; CC content for using an appropriate rate begins in grade 1 but is more difficult because it does not refer to	RF.K.4	Read emergent-reader texts with purpose and understanding.
					RF.4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
			reading with others.	
0.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.				
0.1.5.a	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)	Strong		L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
			NE NE content for compound words is in grades K–4; CC content for compound words is in grade 2.	L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
0.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	Strong	NE content for relating vocabulary to prior knowledge begins in kindergarten, while CC content for making real-life connections with words is in grade 1. Rigor cannot be assessed because difficulty is dependent on the complexity of words learned.	L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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	Partial (scope)	NE NE includes predictions. NE content for bold print is in grades K–2; CC content for bold print in grade 2.	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
words		NE	NE content for context clues begins in kindergarten; CC content for context clues begins in grade 1.	<p>L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>
0.1.5.d	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)	Strong		L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
0.1.5.e	Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)	Partial (specificity)	NE	<p>NE specifies reference materials and resources beginning in kindergarten; CC content for reference material begins in grade 2.</p> <p>L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>
0.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.				
0.1.6.a	Explain that the author and illustrator create books	Strong		RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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0.1.6.b	Identify elements of the story including setting, character, and events	Strong	NE	CC is less difficult because students are provided prompting and support.	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
0.1.6.c	Retell information from narrative text including characters, setting, and events	Strong	NE	CC is less difficult because students are provided prompting and support.	RL.K.2	With prompting and support, retell familiar stories, including key details.
					RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
0.1.6.d	Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)	Partial (emphasis and phrasing)	NE	Content is similar, with some differences in emphasis and phrasing. NE content detailing literary devices begins in kindergarten; CC content for literary devices begins in grade 1.	RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
					RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
0.1.6.e	Retell main ideas from informational text				RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
0.1.6.f	Identify text features in informational text (e.g., titles, bold print, illustrations)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing. NE content for bold print is in grades K–2; CC content for bold print in grade 2. Rigor not rated because content is found in an example.	RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
					RI.K.5	Identify the front cover, back

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				cover, and title page of a book.	
				RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	
0.1.6.g	Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	Partial (specificity)	NE specifies narrative and informational genres.	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	
0.1.6.h	Make connections between characters or events in narrative and informational text, to own life or other cultures	Weak	NE emphasizes making text connections to own life and cultures, while CC emphasizes making connections between different texts.	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
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	Partial (scope)	NE	NE includes supporting answers to questions with prior knowledge. CC is less difficult because students are provided prompting and support.	RL/RI. K.1 With prompting and support, ask and answer questions about key details in a text. L.K.1.d Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>).
0.1.6.j	Identify different purposes for reading (e.g., information,	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RL/RI. K.10 Actively engage in group reading activities with purpose and	

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				understanding.
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	Weak	NE includes activating prior knowledge, text to self connections, and text to world connections throughout the reading experience.	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
0.1.6.l	Make predictions about a text using prior knowledge, pictures, and titles	Weak	NE includes making predictions, using prior knowledge, and using titles.	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
0.1.6.m	Respond to text verbally, in writing, or artistically	Strong		W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).

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				SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA 0.2 WRITNG: Students will learn and apply reading skills and strategies to comprehend text.				
0.2.1 Writing Process: Students will use writing to communicate.				
0.2.1.a	Demonstrate that writing communicates thoughts and ideas	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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0.2.1.b	Apply prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences)	Partial (specificity)	NE	NE is more specific about prewriting. NE begins content for prewriting activities in kindergarten; CC begins content for planning writing in grade 3.	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
0.2.1.c	Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic	Partial (specificity)		NE specifies labels and letter strings.	W.K.2 L.K.1.f	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. Produce and expand complete sentences in shared language activities.
0.2.1.d	Revise writing by adding details	Strong			W.K. 5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
0.2.1.e	Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)	Partial (specificity)	NE	NE is more specific about editing, although CC is more specific about conventions of grammar and usage in the language strand at this grade. NE content for editing begins in kindergarten; CC content for editing begins in grade 2.	W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
0.2.1.f	Publish a legible document (e.g., handwritten)	Weak		NE includes legible handwriting. Content is similar, with some differences in emphasis and phrasing.	W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				with peers.	
0.2.1.g	Print all uppercase and lowercase letters, attending to the form of the letters	Strong	NE	NE is more difficult because students are expected to print all letters, while the CC expects students to print many.	L.K.1.a Print many upper- and lowercase letters.
0.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.					
0.2.2.a	Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)	Partial (emphasis and phrasing)		NE emphasizes writing for a variety of specific purposes, while CC emphasizes three major categories: writing about an opinion, writing about information, and telling a story.	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
					W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
					W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
0.2.2.b	Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher,	Partial (emphasis and phrasing)	NE	Content is similar, with some differences in emphasis and phrasing. NE content for writing to specific audiences and readers begins in	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
thank you note)			kindergarten; CC content for adapting to purpose and audience begins in grade 4.	task, purpose, and audience.
LA 0.3 SPEAKING & LISTENING: Students will learn and apply speaking and listening skills and strategies to communicate.				
0.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.				
0.3.1.a	Communicate ideas orally in daily classroom activities and routines	Partial (scope)	NE includes speaking during classroom routines.	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
0.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.				
0.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)	Partial (specificity)	NE is more specific about situations and modalities.	SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
0.3.2.b	Complete a task after listening for information	Not addressed		
0.3.2.c	Listen and retell main ideas of information	Strong	NE	SL.2.2 NE content for listening and retelling begins in kindergarten; CC content for listening and recounting is in grade 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through media.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
0.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.					
0.3.3.a	Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)	Partial (emphasis and phrasing)	NE	Content is similar, with some differences in emphasis and phrasing. CC is less difficult because students are provided guidance and support.	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
0.3.3.b	Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)	Partial (scope)		NE includes facing the speaker and eye contact.	SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
0.3.3.c	Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)	Partial (emphasis and phrasing)		NE emphasizes learning situations, while CC emphasizes collaborative conversations.	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA 0.4 MULTIPLE LITERACIES: Students will identify, locate, and evaluate information.					
0.4.1 Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).					
0.4.1.a	Identify resources to find information (e.g., print, electronic)	Partial (specificity)	NE	NE specifies print and electronic resources. CC is less difficult because sources are provided to students.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
0.4.1.b	Demonstrate understanding of authorship of print and online resources	Not addressed			
0.4.1.c	Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g.	Not addressed			

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	rules for internet use)			
0.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	Not addressed		
0.4.1.e	Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled internet downloads, multimedia presentations)	Partial (emphasis and phrasing)	NE emphasizes gathering information through communication with others, while CC emphasizes shared research projects.	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

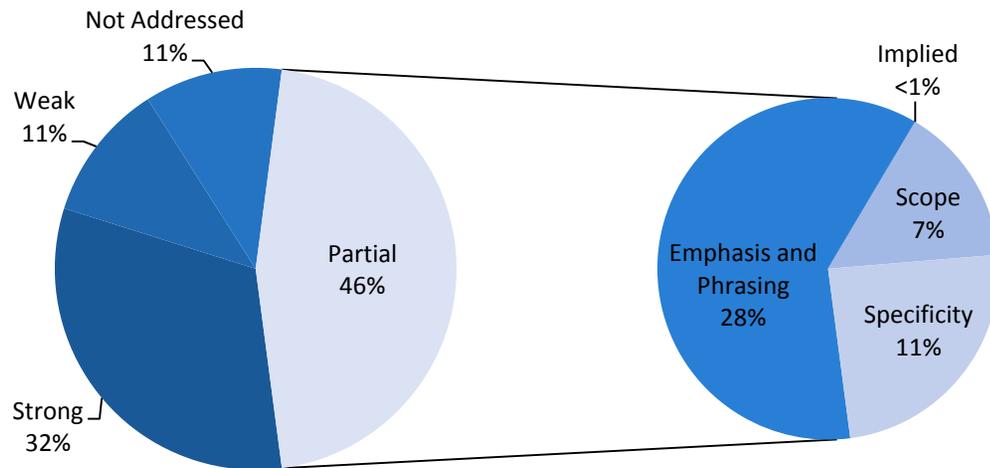
* Rigor: CC: Common Core standards are more rigorous; NE: Nebraska standards are more rigorous.

Language Arts Alignment Study

Grade I: How the Nebraska Standards content is addressed in the Common Core

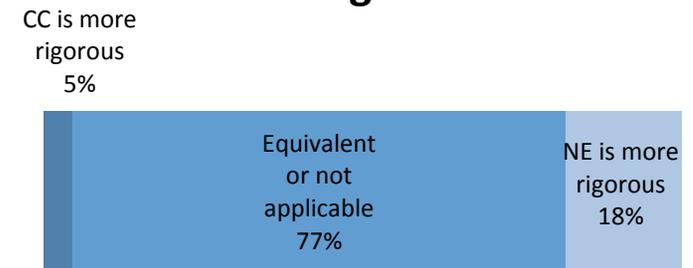
How well the Nebraska language arts content is addressed in the Common Core English language arts standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. **Content alignment** characterizes the nature of the content match between the Nebraska and Common Core standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska standards. A *Partial* match is assigned when the Common Core standard either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska content, differs importantly in its *Emphasis and Phrasing*, or provides only an *Implied* coverage of the content. If more than one of the issues just described characterizes the coverage of a Nebraska indicator by Common Core, the alignment is identified as *Weak*. Finally, if an indicator in the Nebraska standards could not be aligned to a Common Core standard, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. An indicator or standard was counted more rigorous over the other when higher demands are made of students, either because the same content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.

Summary of Content Alignments



A summary of how well the Common Core addressed content found in the Nebraska standards. See above for a discussion about the alignment categories.

Rigor



Content in the Common Core was compared to the Nebraska standards for the relative demands placed on students. The graph displays the percentage of indicators that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two sets of standards, or could not be rated for rigor, including when content was not addressed by both documents or when differences between the content made rigor comparisons invalid. See discussion above for more information.

Language Arts Alignment Study

Grade I Overview

A few topics in the Nebraska Standards for Language Arts are not also addressed by the Common Core ELA-Literacy Standards. Similar to kindergarten, the topics not found in the Common Core are related to understanding the purpose of print, segmenting sentences into words, repeating language patterns when reading aloud, using oral information to complete a task, and a few skills related to multiple literacies. A few topics in the Nebraska standards are minimally addressed by the Common Core standards, receiving a weak alignment rating. In many cases, weak alignments are due to differences in emphasis and differences in scope or specificity. Some Nebraska indicators are fully addressed in Common Core and were rated as strong. In particular, Nebraska indicators that address early reading skills were fully addressed in the Common Core. Many alignments were rated as partial, and a majority of these partial alignments are due to differences in emphasis and phrasing; some others are due to differences in specificity. In regards to rigor, the Nebraska standards were found to require a few expectations at an earlier grade level than the Common Core standards and the Common Core. In a very few cases the Common Core standards were found to be more rigorous than the Nebraska standards because they require expectations at an earlier grade level than the Nebraska standards.

Of the 74 rated indicators in the Nebraska standards for kindergarten, 66 are addressed and 8 are not addressed by the Common Core. Of those addressed, 23 are strong alignments, 36 are partial alignments, and 7 are weak alignments.

Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
Grade I				
LA 1.1 READING: Students will learn and apply reading skills and strategies to comprehend text.				
1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print				
1.1.1.a	Identify variations in print (e.g., font, size, bold, italic, upper/lower case)	Weak	NE includes variations in font, size, and italics. Content is similar, with significant differences in emphasis and phrasing. NE content is in grade 1; CC content for bold print is in grade 2, and CC content for upper and lowercase letters is in kindergarten.	RI.2.5 RF.K.2.a Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Recognize and name all upper- and lowercase letters of the alphabet.
1.1.1.b	Explain that the purpose of print is to carry information	Not addressed		
1.1.1.c	Demonstrate voice to print match (e.g., student points to words while reads)	Weak	Content is similar, with significant differences in emphasis and phrasing. NE content is in kindergarten and grade 1; CC content is in kindergarten.	RF.K.1.a Follow words from left to right, top to bottom, and page by page
1.1.1.d	Demonstrate understanding that words are made up of letters	Strong	CC	NE content is in grade 1; CC content is in kindergarten. RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
1.1.1.e	Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents)	Strong		RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
				NE content related to title page, author and illustrator are in grades K–1; CC content for title page, author, and illustrator is in kindergarten.	RI.K.5	Identify the front cover, back cover, and title page of a book.
					RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text
1.1.1.f	Demonstrate knowledge that print reads from left to right and top to bottom	Strong		NE content is in grades K–1; CC content is in kindergarten.	RF.K.1.a	Follow words from left to right, top to bottom, and page by page
1.1.1.g	Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)	Partial (emphasis and phrasing)		NE emphasizes identifying end punctuation, while CC emphasizes using end punctuation.	L.1.2.b	Use end punctuation for sentences.
1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.						
1.1.2.a	Segment spoken sentences into words	Not addressed				
1.1.2.b	Identify and produce oral rhymes	Strong		NE content is in grades K–1; CC content is in kindergarten.	RF.K.2.a	Recognize and produce rhyming words.
1.1.2.c	Blend and segment syllable sounds in spoken words	Strong			RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
					RF.1.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
1.1.2.d	Blend and segment onset and rime orally (e.g., v-an, gr-ab)	Strong			RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				blends.
				RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.1.2.e	Manipulate phonemes orally (e.g., blend, segment)	Strong		RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
				RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
1.1.2.f	Manipulate phonemes to create new words, pseudo or real (e.g., “What is hand without the /h/?” –and; “The word is cat. Change the /t/ to /n/. What’s the new word?” –can)	Strong	CC	CC content is in kindergarten; NE content is in grade 1.
				RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
1.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.				
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)	Partial (emphasis and phrasing)		Content is similar with some differences in emphasis and phrasing.
				RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.
				RF.1.3.b Decode regularly spelled one-syllable words.
				RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
1.1.3.b	Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)	Partial (emphasis and phrasing)		Content is similar with some differences in emphasis and phrasing.	RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
					RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
					RF.1.3.f	Read words with inflectional endings.
					L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
1.1.3.c	Read at least 100 high-frequency words from a commonly used list	Partial (specificity)		NE specifies 100 high-frequency words from a commonly used list.	L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
1.1.3.d	Spell single syllable phonetically regular words	Strong			L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
					L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
1.1.3.e	Blend sounds to read words	Strong			RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
					blends.
1.1.3.f	Read words in connected text	Partial (implied)		CC implies reading words in connected text.	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
1.1.3.g	Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing. NE content for reading contractions is in grade 1; CC content for using contractions in writing is in grade 2. Content difference makes rigor comparison invalid.	L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.
			NE	NE content for compound words is in grades K–4; CC content for compound words is in grade 2.	L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.1.3.h	Monitor the accuracy of decoding	Strong			RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
1.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.				
1.1.4.a	Read in meaningful phrases that sound like natural language to support comprehension	Partial (emphasis and phrasing)	Content is similar, with some difference in emphasis and phrasing.	RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
1.1.4.b	Use a core of high-frequency words and phrases	Partial (emphasis and phrasing)	Content is similar, with some difference in emphasis and phrasing.	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
1.1.4.c	Use repeating language patterns when reading	Not addressed		
1.1.4.d	Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)	Partial (specificity)	NE is more specific about voice intonation (expression).	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
1.1.4.e	Read along with others and independently practice keeping an appropriate pace for a text	Partial (emphasis and phrasing)	NE emphasizes using an appropriate pace when reading along with others, while CC emphasizes using an appropriate rate when reading independently.	RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.				
1.1.5.a	Use word structure elements, known words, and word patterns to determine meaning (e.g., plural	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g.,

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
forms, simple compounds, base words)			NE content for compound words is in grades K–4; CC content for compound words is in grade 2. Rigor not rated because content is found in an example.	L.1.4.c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>). birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
1.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	Strong		L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
1.1.5.c	Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing. NE includes predictions. NE content for bold print is in grades K–2; CC content for bold print in grade 2. Rigor not rated because content is found in an example.	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				necessary.	
				L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	
1.1.5.d	Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)	Strong		L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	
				L.1.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	
				L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	
			NE content for opposites is in grades 1–4; CC content for antonyms is in kindergarten and grade 4. Rigor not rated because content is found in an example.	L.K.5 Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
1.1.5.e	Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer (s), teacher)	Partial (specificity)	NE	NE specifies classroom reference materials and classroom resources. NE content for reference material begins in kindergarten; CC content	L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
			for reference material begins in grade 2.	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
1.1.5.f	Locate words in reference materials (e.g., alphabetical order)	Partial (implied)	NE	CC implies that students understand alphabetical order. NE content is in grade 1; CC content is in grade 2.	L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
I.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.					
1.1.6.a	Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)	Strong	NE	NE content for author's purpose begins in grade 1; CC content for author's purpose is in grade 2.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
				NE content for identifying author and illustrator is in grade 1; CC content is in kindergarten, but students are provided prompting and support.	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
1.1.6.b	Identify elements of narrative text (e.g., characters, setting, events)	Strong			RL.1.3 Describe characters, settings, and major events in a story, using key details.
1.1.6.c	Retell information from narrative text including characters, setting, and events	Strong			RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details.
1.1.6.d	Identify the ways authors use words (e.g., rhythm, repeating line,	Partial (scope)	NE	NE includes onomatopoeia. NE content detailing literary devices	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration,

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	simile, alliteration, onomatopoeia)		begins in kindergarten; CC content detailing literary devices is in grade 2.	rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1.1.6.e	Retell main ideas from informational text	Strong		RI.1.2 Identify the main topic and retell key details of a text.
1.1.6.f	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)	Strong	NE	NE content for organizational patterns is in grade 1; CC content is in grade 3. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
1.1.6.g	Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)	Partial (scope)		NE includes italics. NE content for bold print is in grades K–2; NE content for captions is in grades 1–5. CC content for bold print and captions is in grade 2 only. Rigor not rated because content is found in an optional example. RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
1.1.6.h	Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
1.1.6.i	Make connections between characters or events in narrative and informational text, to own life or other cultures	Weak		NE emphasizes making text connections to own life and other cultures, while CC emphasizes making connections between different texts.	RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
					RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
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	Strong	NE	NE content is in grade 1; CC content is in grade 2.	RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
					RL/RI.1.1	Ask and answer questions about key details in a text.
				NE content is in grade 1; CC content is in kindergarten.	L.K.1.d	Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>).
1.1.6.k	Identify and explain purpose for reading (e.g., information, pleasure)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	RF.1.4.a	Read on-level text with purpose and understanding.
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	Weak		NE includes activating prior knowledge, text to self connections, and text to world connections throughout the reading experience. Content is similar, with some differences in emphasis and phrasing.	RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
					RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1.1.6.m	Self-monitor comprehension by applying appropriate strategies to	Partial (emphasis		NE emphasizes applying appropriate reading strategies, while CC	RF.1.4.c	Use context to confirm or self-correct word recognition and

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	self-correct when errors detract from meaning	and phrasing)	emphasizes the strategy of using context.	understanding, rereading as necessary.
1.1.6.n	Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)	Weak	NE includes predictions. NE is more specific about contextual meaning clues.	RI.1.7 Use the illustrations and details in a text to describe its key ideas. RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1.1.6.o	Respond to text verbally, in writing, or artistically	Partial (scope)	NE includes responding to a text artistically.	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA 1.2 WRITNG: Students will learn and apply reading skills and strategies to comprehend text.				
1.2.1 Writing Process: Students will use writing to communicate.				
1.2.1.a	Demonstrate that writing communicates thoughts and ideas	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2 Write informative/explanatory texts in which they name a topic,

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				supply some facts about the topic, and provide some sense of closure.	
				W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
1.2.1.b	Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools)	Partial (specificity)	NE	NE is more specific about prewriting. NE begins content for prewriting activities in kindergarten; CC begins content for planning writing in grade 3.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
1.2.1.c	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre	Partial (emphasis and phrasing)	NE	Content is similar, with some differences in emphasis and phrasing. NE content for relating writing to topic and purpose begins in grade 1. CC content for writing to task and purpose begins in grade 3.	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic,

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				and provide some sense of closure. W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	-Composing complete sentences of varying length and complexity (e.g., dictation, labeling, simple sentences)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.2.1.d	Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	Partial (specificity)	NE specifies revising for organization, sentence fluency, word choice, and voice.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
1.2.1.e	Provide feedback to other writers	Partial (implied)	CC implies providing feedback to others because it includes getting feedback from peers.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
1.2.1.f	Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark.	Partial (specificity)	NE	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
1.2.1.g	Publish a legible document (e.g., handwritten)	Weak		NE includes legible handwriting. Content is similar, with some differences in emphasis and phrasing.	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
1.2.1.h	Write with appropriate spaces between letters, words, and sentences.	Weak		NE includes spaces between letters and sentences. NE emphasizes writing with spaces, while CC emphasizes knowing spaces are used. NE content is in grade 1; CC content is in kindergarten. Significant content difference makes comparison for rigor not meaningful.	RF.K.1.c Understand that words are separated by spaces in print.
I.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.					
1.2.2.a	Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)	Partial (emphasis and phrasing)		NE emphasizes writing for a variety of specific purposes, while CC emphasizes three major categories: writing about an opinion, writing about information, and telling a story.	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
1.2.2.b	Write to known audience or specific reader (e.g., letter to familiar person)	Partial (emphasis and phrasing)	NE	Content is similar, with some differences in emphasis and phrasing. NE content for writing to specific audiences and readers begins in kindergarten; CC content for adapting to purpose and audience begins in grade 4.	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
1.2.2.c	Write books and short pieces of writing that tell a story and/or provide information to readers about a topic	Strong			W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
					W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
1.2.2.d	Write stories with a beginning, middle, and end	Strong			W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
1.2.2.e	Compare models and examples (own and others) of various genres to create similar pieces	Not addressed				

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
LA 1.3 SPEAKING & LISTENING: Students will learn and apply speaking and listening skills and strategies to communicate.				
1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.				
1.3.1.a	Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
1.3.1.b	Communicate orally in daily classroom activities and routines	Partial (scope)	NE includes speaking during classroom routines.	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.				
1.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)	Partial (specificity)	NE is more specific about situations and modalities.	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
1.3.2.b	Use information in order to complete a task (e.g., following one/two step directions,	Not addressed		

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
responding to questions)				
1.3.2.c	Listen and retell specific details of information	Strong		RI.1.2 Identify the main topic and retell key details of a text.
1.3.2.d	Listen to and ask questions about thoughts, ideas, and information being communicated	Strong		SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
I.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.				
1.3.3.a	Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)	Weak	Content is similar, with significant differences in emphasis and phrasing.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
1.3.3.b	Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)	Partial (scope)	NE includes facing the speaker and eye contact.	SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
1.3.3.c	Participate in learning situations (e.g. small groups, show and share, cooperative problem solving, play)	Partial (emphasis and phrasing)	NE emphasizes learning situations, while CC emphasizes collaborative conversations.	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
LA 1.4 MULTIPLE LITERACIES: Students will identify, locate, and evaluate information.					
1.4.1 Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).					
1.4.1.a	Identify resources to find information (e.g., print, electronic)	Partial (specificity)	NE	NE specifies print and electronic resources. CC is less difficult because sources are provided to students.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.4.1.b	Demonstrate understanding of authorship of print and online resources	Not addressed			
1.4.1.c	Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online)	Not addressed			
1.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	Not addressed			
1.4.1.e	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	Partial (emphasis and phrasing)		NE emphasizes gathering information through communication with others, while CC emphasizes shared research projects.	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

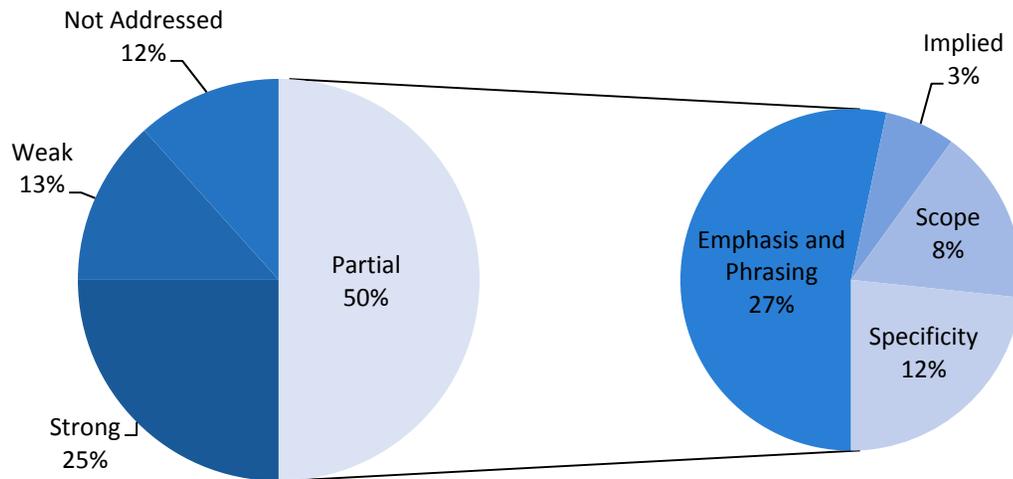
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Language Arts Alignment Study

Grade 2: How the Nebraska Standards content is addressed in the Common Core

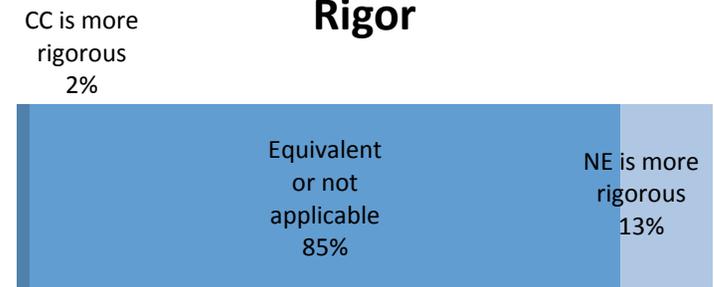
How well the Nebraska language arts content is addressed in the Common Core English language arts standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. **Content alignment** characterizes the nature of the content match between the Nebraska and Common Core standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska standards. A *Partial* match is assigned when the Common Core standard either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska content, differs importantly in its *Emphasis and Phrasing*, or provides only an *Implied* coverage of the content. If more than one of the issues just described characterizes the coverage of a Nebraska indicator by Common Core, the alignment is identified as *Weak*. Finally, if an indicator in the Nebraska standards could not be aligned to a Common Core standard, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. An indicator or standard was counted more rigorous over the other when higher demands are made of students, either because the same content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.

Summary of Content Alignments



A summary of how well the Common Core addressed content found in the Nebraska standards. See above for a discussion about the alignment categories.

Rigor



Content in the Common Core was compared to the Nebraska standards for the relative demands placed on students. The graph displays the percentage of indicators that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two sets of standards, or could not be rated for rigor, including when content was not addressed by both documents or when differences between the content made rigor comparisons invalid. See discussion above for more information.

Language Arts Alignment Study

Grade 2 Overview

Very few topics in the Nebraska Standards for Language Arts are not also addressed by the Common Core ELA-Literacy Standards. The topics not found in the Common Core are related to making predictions, handwriting, models for writing, discussing plagiarism, and a few skills related to multiple literacies. A few topics in the Nebraska standards are minimally addressed by the Common Core standards, receiving a weak alignment rating. In many cases, weak alignments are due to differences in emphasis, along with a difference in scope or specificity. A few Nebraska indicators are fully addressed in Common Core and were rated as strong. Half of the alignments were rated as partial, and a majority of these partial alignments are due to differences in emphasis and phrasing. For example, the Nebraska standards emphasize adapting writing for different purposes and audiences, while the Common Core emphasizes writing within 3 major text types. A few other partial alignments are due to differences in specificity and scope differences. In regards to rigor, the Nebraska standards were found to require a few expectations at an earlier grade level than the Common Core standards. In a very few cases the Common Core standards were found to be more rigorous than the Nebraska standards because they require expectations at an earlier grade level than the Nebraska standards.

Of the 60 rated indicators in the Nebraska standards for kindergarten, 53 are addressed and 7 are not addressed by the Common Core. Of those addressed, 15 are strong alignments, 30 are partial alignments, and 8 are weak alignments.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
Grade 2				
LA 2.1 READING: Students will learn and apply reading skills and strategies to comprehend text.				
2.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print				
Concept mastered at previous grade level				
2.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.				
Concept mastered at previous grade level				
2.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.				
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)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences. L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
2.1.3.b	Read, write, and spell sight words	Weak	NE includes writing and spelling sight words. NE content is in grade 2; CC content is in kindergarten. Significant content difference makes comparison for rigor not meaningful.	RF.K.3.c Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
2.1.3.c	Blend sounds to form words	Partial (emphasis and phrasing)	NE emphasizes blending sounds, while CC emphasizes decoding.	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
2.1.3.d	Read words in connected text	Partial (implied)	CC implies reading words in	RL.2.10 By the end of the year, read and comprehend literature, including

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
			connected text.	<p>stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
2.1.3.e	Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)	Strong		<p>L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>RF.2.3.d Decode words with common prefixes and suffixes.</p> <p>RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.3.e Decode two-syllable words following basic patterns by</p>
			NE content for onset and rime is in grades K–2; CC content for initial and final sounds is in kindergarten and grade 1.	
			NE content for syllabication is in grade 2; CC content is in grade 1.	

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
			Rigor not rated because content is found in an example.	breaking the words into syllables.
2.1.3.f	Monitor the accuracy of decoding	Strong		RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.				
2.1.4.a	Read phrases, clauses, and sentences that sound like natural language to support comprehension	Partial (emphasis and phrasing)	Content is similar, with some difference in emphasis and phrasing.	RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2.1.4.b	Read high-frequency words and phrases accurately and automatically	Partial (emphasis and phrasing)	Content is similar, with some difference in emphasis and phrasing.	RF.2.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are <i>happy</i> that makes me <i>happy</i>).
2.1.4.c	Vary voice intonation (e.g., volume, tone) to reflect meaning of text	Partial (specificity)	NE is more specific about voice intonation (expression).	RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2.1.4.d	Use appropriate pace while reading to gain and enhance the meaning of text	Strong		RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
2.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.					
2.1.5.a	Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	Strong	NE content for basic parts of speech is in grade 2; CC content for 5 different parts of speech is in grade 3.	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
				L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
				L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
				L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
			NE content for using syllables to read is in grade 2. CC has content for using syllables to read in grade 1 (shown) and grade 3 (RF.3.3.c).	RF.1.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.
2.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	Strong		L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
				L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me</i>

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				<i>happy</i>).
2.1.5.c	Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing. NE content for graphs begins in 2; CC content for graphs is in grade 4. Rigor not rated because content is found in an example.	<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
2.1.5.d	Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple	Partial (scope)	NE includes words with multiple meanings.	L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				meanings) related adjectives (e.g., thin, slender, skinny, scrawny).
			NE content for word categories is in grades K–4; CC content for categories of words is in grades K–1.	L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
			NE content for antonyms is in grades 1–4; CC content for antonyms is in kindergarten and grade 4 (L.4.5.c).	L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
2.1.5.e	Identify meaning using print and digital reference materials (e.g., dictionary, glossary)	Strong		L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.1.5.f	Locate words in reference materials (e.g., alphabetical order, guide words)	Partial (specificity)	NE specifies alphabetic order and guide words.	L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
2.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.				
2.1.6.a	Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
2.1.6.b	Identify elements of narrative text (e.g., characters, setting, plot)	Strong	CC	CC is more difficult because it requires analyzing relationships between narrative elements.
				RL.2.3 Describe how characters in a story respond to major events and challenges.
				RL.2.7 Use information gained from the illustrations and words in a print

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				or digital text to demonstrate understanding of its characters, setting, or plot.
2.1.6.c	Retell information from narrative text including characters, setting, and plot	Strong		RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges.
2.1.6.d	Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	Partial (scope)	NE includes onomatopoeia. NE content for similes is in grades K–6; CC content for similes is in grades 4, 5, and 11–12. Rigor not rated because content is found in an example.	L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2.1.6.e	Retell and summarize the main idea from informational text	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2.1.6.f	Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)	Strong	NE	NE content for organizational patterns is in grades 1–12; CC content is in grade 3–5. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
2.1.6.g	Use text features to locate information and gain meaning	Strong	NE content for reading charts is in grades 2–12; CC content for reading	RI.4.7 Interpret information presented visually, orally, or quantitatively

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)		charts begins in grade 4. Rigor not rated because content is found in an example.	(e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
			NE content for maps is in grades 2–8; CC content for maps is in grade 3. Rigor not rated because content is found in an example.	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
				RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
			NE content for table of contents is in grades 1–3; CC content for tables of contents is in grade 1.	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
2.1.6.h	Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books)	Weak	Content is similar, with significant differences in emphasis and phrasing.	RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

* Rigor: CC: Common Core standards are more rigorous; NE: Nebraska standards are more rigorous.

Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
2.1.6.i	Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures	Weak		NE emphasizes making text connections to own life and other cultures, while CC emphasizes making connections between different texts.	RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
					RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
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	Weak	NE	NE includes using prior knowledge. Content is similar, with some differences in emphasis and phrasing. NE content for inferential questions begins in grade 2; CC content for drawing inferences begins in grade 4.	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					RL/RI.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
2.1.6.k	Identify and explain purpose for reading (e.g., information, pleasure, understanding)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	RF.2.4.a	Read on-level text with purpose and understanding.
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	Weak		NE includes activating prior knowledge, text-to-self connections, and text-to-world connections throughout the reading experience. CC emphasizes text-to-text comparisons.	RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
					RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
2.1.6.m	Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning	Partial (emphasis and phrasing)		NE emphasizes applying appropriate reading strategies, while CC emphasizes the strategy of using context.	RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2.1.6.n	Make and confirm/modify predictions before, during, and after reading(e.g., illustrations, personal experience, events, character traits)	Not addressed				
2.1.6.o	Respond to text verbally, in writing, or artistically	Partial (scope)		NE includes responding to a text artistically.	W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
					SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LA 2.2 WRITNG: Students will learn and apply reading skills and strategies to comprehend text.

2.2.1 Writing Process: Students will use writing to communicate.

2.2.1.a	Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)	Partial (specificity)	NE	NE is more specific about prewriting. NE begins content for prewriting activities in kindergarten; CC begins content for planning writing in grade 3.	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
2.2.1.b	Generate a draft by:				
	-Selecting and organizing ideas relevant to topic, purpose, and genre	Partial (emphasis and phrasing)	NE	Content is similar, with some differences in emphasis and phrasing. NE content for relating writing to topic and purpose begins in grade 1. CC content for writing to task and purpose begins in grade 3.	<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
	-Composing complete sentences of varying length, and complexity, and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
	-Developing a coherent beginning and end	Strong			W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
2.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	Partial (specificity)		NE specifies revising for organization, sentence fluency, word choice, and voice.	W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.2.1.d	Provide oral feedback to other writers; utilize others' feedback to improve own writing	Partial (implied)		CC implies providing feedback to others because it includes getting feedback from peers.	W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)	Partial (specificity)		NE is more specific about editing, although CC is more specific about conventions of grammar and usage in the language strand at this grade.	W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.2.1.f	Publish a legible document (e.g., handwritten or electronic)	Partial (scope)		NE includes handwritten documents.	W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2.2.1.g	Print legibly (e.g., letter formation, letter size, spacing, alignment)	Not addressed				
2.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.						
2.2.2.a	Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)	Partial (emphasis and phrasing)	NE	Content is similar, with some differences in emphasis and phrasing. NE content for writing to specific purposes begins in kindergarten; CC content for adapting to purpose begins in grade 4.	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
2.2.2.b	Write to known audience or specific reader (e.g. letter to familiar person)	Partial (emphasis and phrasing)	NE	Content is similar, with some differences in emphasis and phrasing. NE content for writing to specific audiences and readers begins in	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
			kindergarten; CC content for adapting to purpose and audience begins in grade 4.	task, purpose, and audience.
2.2.2.c	Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)	Partial (emphasis and phrasing)	NE emphasizes writing for a variety of specific genres, while CC emphasizes three major categories: writing about an opinion, writing about information, and telling a story.	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
2.2.2.d	Use an organizational structure that includes a central idea or focus	Strong		W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				concluding statement or section.
				W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.2.2.e	Compare models and examples (own and others) of various genres to create a similar piece	Not addressed		
LA 2.3 SPEAKING & LISTENING: Students will learn and apply speaking and listening skills and strategies to communicate.				
2.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.				
2.3.1.a	Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
				SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
				L.2.3 Compare formal and informal uses of English.
2.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations	Strong		SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				sentences.
				SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
2.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.				
2.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation)	Partial (specificity)	NE is more specific about situations and modalities.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through media.
				SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
2.3.2.b	Use information in order to complete a task (e.g., follow multi-step directions, responding to questions)	Weak	Content is similar, with significant differences in emphasis and phrasing.	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
2.3.2.c	Listen and retell specific details of information heard	Strong		SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through media.
2.3.2.d	Listen to and ask questions about thoughts, ideas, and information being communicated	Strong		SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
understanding of a topic or issue.				
2.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.				
2.3.3.a	Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)	Weak	Content is similar, with significant differences in emphasis and phrasing.	L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
2.3.3.b	Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)	Partial (scope)	NE includes facing the speaker, eye contact, and non-verbal cues.	SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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)	Partial (emphasis and phrasing)	NE emphasizes learning situations, while CC emphasizes collaborative conversations.	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
LA 2.4 MULTIPLE LITERACIES: Students will identify, locate, and evaluate information.				
2.4.1 Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).				
2.4.1.a	Use resources to answer guiding questions (e.g., print, electronic)	Partial (specificity)	NE NE specifies print and electronic resources. CC is less difficult because sources are provided to students.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
2.4.1.b	Discuss ethical and legal use of information	Not addressed			
2.4.1.c	Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)	Not addressed			
2.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	Not addressed			
2.4.1.e	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	Weak		NE emphasizes gathering and sharing information through communication with others, while CC emphasizes shared research projects.	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2.4.1.f	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	Not addressed			

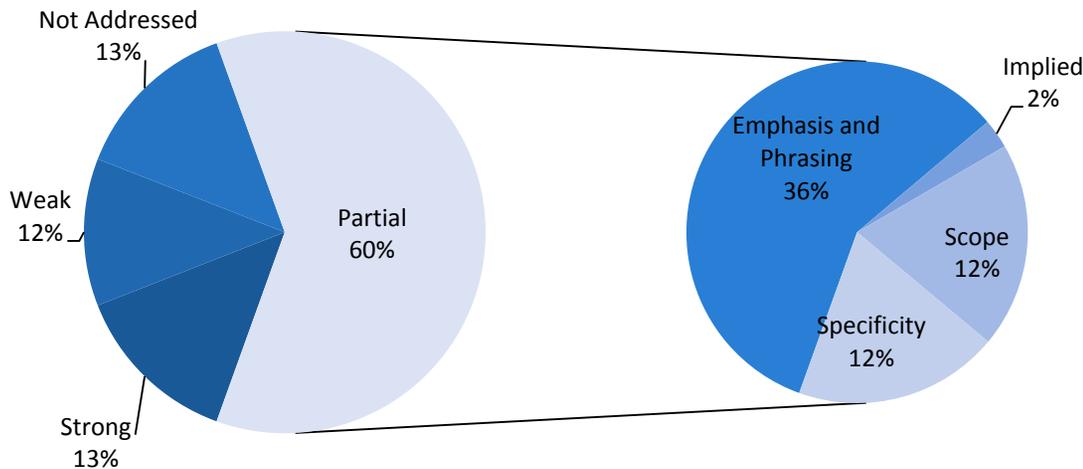
* Rigor: CC: Common Core standards are more rigorous; NE: Nebraska standards are more rigorous.

Language Arts Alignment Study

Grade 3: How the Nebraska Standards content is addressed in the Common Core

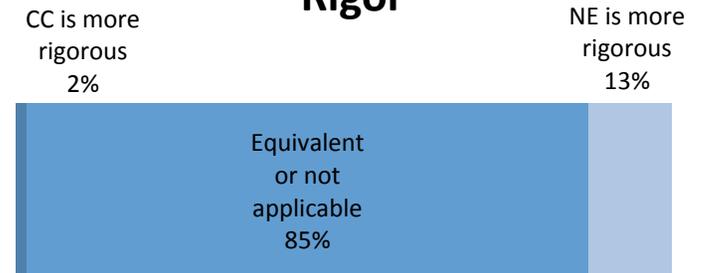
How well the Nebraska language arts content is addressed in the Common Core English language arts standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. **Content alignment** characterizes the nature of the content match between the Nebraska and Common Core standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska standards. A *Partial* match is assigned when the Common Core standard either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska content, differs importantly in its *Emphasis and Phrasing*, or provides only an *Implied* coverage of the content. If more than one of the issues just described characterizes the coverage of a Nebraska indicator by Common Core, the alignment is identified as *Weak*. Finally, if an indicator in the Nebraska standards could not be aligned to a Common Core standard, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. An indicator or standard was counted more rigorous over the other when higher demands are made of students, either because the same content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.

Summary of Content Alignments



A summary of how well the Common Core addressed content found in the Nebraska standards. See above for a discussion about the alignment categories.

Rigor



Content in the Common Core was compared to the Nebraska standards for the relative demands placed on students. The graph displays the percentage of indicators that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two sets of standards, or could not be rated for rigor, including when content was not addressed by both documents or when differences between the content made rigor comparisons invalid. See discussion above for more information.

Language Arts Alignment Study

Grade 3 Overview

Very few topics in the Nebraska Standards for Language Arts are not also addressed by the Common Core ELA-Literacy Standards. The topics not found in the Common Core are related to making predictions, cursive handwriting, models for writing, discussing plagiarism, and a few skills related to multiple literacies. A few topics in the Nebraska standards are minimally addressed by the Common Core standards, receiving a weak alignment rating. In most cases, weak alignments are due to significant differences in emphasis and phrasing. A few Nebraska indicators are fully addressed in Common Core and were rated strong. A majority of the alignments were rated as partial, and a majority of these partial alignments are due to differences in emphasis and phrasing. For example, the Nebraska standards emphasize the writing process and making connections to personal experiences when reading, while the Common Core standards emphasize qualities of written products and making text-to-text connections. A few other partial alignments are due to differences in specificity and scope differences. In regards to rigor, the Nebraska standards were found to require a few expectations at an earlier grade level than the Common Core standards. In only one case was a Common Core standard found to be more rigorous than a Nebraska indicator. In this case the Nebraska indicator requires the same essential skill as the Common Core, but at a lower level of cognitive difficulty.

Of the 59 rated indicators in the Nebraska standards for kindergarten, 51 are addressed and 8 are not addressed by the Common Core. Of those addressed, 8 are strong alignments, 36 are partial alignments, and 7 are weak alignments.

Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
Grade 3				
LA 3.1 READING: Students will learn and apply reading skills and strategies to comprehend text.				
3.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print				
Concept mastered at a previous grade level				
3.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.				
Concept mastered at a previous grade level				
3.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.				
3.1.3.a	Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
3.1.3.b	Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
			NE content for compound words is in grades K–4; CC content for compound words is in grade 2.	L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
3.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.				
3.1.4.a	Read phrases, clauses, and sentences that sound like natural language to support comprehension	Partial (specificity)	NE specifies reading phrases, clauses, and sentences.	RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3.1.4.b	Read words and phrases accurately and automatically	Partial (specificity)	NE specifies reading automatically.	RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3.1.4.c	Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4.a Read on-level text with purpose and understanding.
3.1.4.d	Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.				
3.1.5.a	Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	Strong		L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.b Form and use regular and irregular plural nouns. L.3.2.d Form and use possessives.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
				NE content for compound words is in grades K–4; CC content for compound words is in grade 2.	<p>L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
3.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	Strong			<p>L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
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	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing. NE content for reading charts and graphs begins in grades 2; CC content for reading charts and graphs begins in grade 4. Rigor not rated because content is found in an example.	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
				RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
				RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
				L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
			NE content for table of contents is in grades 1–3; CC content for tables of contents is in grade 1.	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
3.1.5.d	Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)	Partial (scope)	NE includes homonyms and words with multiple meanings.	L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
			NE content for antonyms is in grades 1–4; CC content for antonyms is in	L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
			kindergarten and grade 4 (L.4.5.c).	opposites (antonyms).
			NE content for word categories is in grades K–4; CC content for categories of words is in grades K–1.	L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
3.1.5.e	Identify meaning using print and digital reference materials (e.g., dictionary, glossary)	Strong		L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3.1.5.f	Locate words in reference materials (e.g., alphabetical order, guide words)	Partial (specificity)	NE specifies alphabetic order and guide words.	L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.				
3.1.6.a	Identify author’s purpose(s) (e.g. explain, entertain, inform, persuade) to support text comprehension	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing. NE content for author’s purpose is in grades 1–12; CC content for author’s purpose is in grade 2.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
3.1.6.b	Identify elements of narrative text (e.g., characters, setting, plot, point of view)	Strong	CC	CC is more difficult because it requires analysis and comparison of narrative text elements.
				RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
				RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
3.1.6.c	Retell and summarize narrative text including characters, setting, and plot with supporting details	Partial (emphasis and phrasing)	NE	Content is similar, with some differences in emphasis and phrasing. NE content for summarizing narrative text begins in grade 3; CC content for summarizing text begins in grade 4.	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.1.6.d	Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)	Partial (scope)		NE includes onomatopoeia and imagery. NE content for similes is in grades K–6; CC content for similes is in grades 4 (shown) and 5 (L.5.5.a). Rigor not rated because content is found in an example.	L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
3.1.6.e	Retell and summarize the main idea from informational text using	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	RI.3.2 Determine the main idea of a text; recount the key details and explain

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	supporting details			how they support the main idea.
3.1.6.f	Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)	Strong		RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
			NE content for reading charts begins in grades 2; CC content for reading charts begins in grade 4. Rigor not rated because content is found in an example.	
			NE content for table of contents is in grades 1–3; CC content for tables of contents is in grade 1. Rigor not rated because content is found in an example	

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
3.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	Weak		Content is similar, with significant differences in emphasis and phrasing.	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.1.6.i	Use narrative or informational text to develop a multi-cultural perspective	Weak		Content is similar, with significant differences in emphasis and phrasing.	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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	Weak	NE	NE includes using prior knowledge. Content is similar, with some differences in emphasis and phrasing. NE content for inferential questions begins in grade 2; CC content for drawing inferences begins in grade 4.	RL/RI.4.1 RL/RI.3.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.1.6.k	Identify and explain purpose for reading (e.g., information, pleasure, understanding)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	RF.3.4.a	Read on-level text with purpose and understanding.
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	Weak		NE includes activating prior knowledge, text-to-self connections, and text-to-world connections throughout the reading experience. CC emphasizes text-to-text comparisons.	RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	
3.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	Partial (emphasis and phrasing)	NE emphasizes applying appropriate reading strategies, while CC emphasizes the strategy of using context.	RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
3.1.6.n	Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)	Not addressed			
3.1.6.o	Use examples and details in a text to make inferences about a story or situation	Strong	NE	NE content for making inferences begins in grade 2; CC content for drawing inferences begins in grade 4.	RI./RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3.1.6.p	Respond to text verbally, in writing, or artistically	Partial (scope)		NE includes responding to a text artistically.	W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
LA 3.2 WRITNG: Students will learn and apply reading skills and strategies to comprehend text.				
3.2.1 Writing Process: Students will use writing to communicate.				
3.2.1.a	Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)	Partial (specificity)	NE is more specific about prewriting.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre	Partial (emphasis and phrasing)	NE Content is similar, with some differences in emphasis and phrasing. CC is less difficult because students are provided guidance and support from adults when adapting writing to task and purpose.	W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
	-Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	L.3.1.h Use coordinating and subordinating conjunctions. L.3.1.i Produce simple, compound, and complex sentences.
	-Developing paragraphs with topic sentences and supporting facts and details	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.b Provide reasons that support the opinion. W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
3.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	Partial (specificity)		NE specifies revising for organization, sentence fluency, word choice, and voice.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3.2.1.d	Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing	Partial (implied)		CC implies providing feedback to others because it includes getting feedback from peers.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	Partial (specificity)		NE is more specific about editing, although CC is more specific about conventions of grammar and usage in the language strand at this grade	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
3.2.1.f	Publish a legible document (e.g., handwritten or electronic)	Partial (scope)		NE includes handwritten documents.	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
3.2.1.g	Write legibly in cursive	Not addressed				
3.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.						
3.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	Partial (emphasis and phrasing)	NE	Content is similar, with some differences in emphasis and phrasing. NE content for writing to specific purposes begins in kindergarten; CC content for adapting to purpose begins in grade 4.	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
3.2.2.b	Write considering audience and what the reader needs to know	Partial (emphasis and phrasing)	NE	Content is similar, with some differences in emphasis and phrasing. NE content for writing to specific audiences and readers begins in kindergarten; CC content for adapting to purpose and audience begins in grade 4.	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
3.2.2.c	Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)	Partial (emphasis and phrasing)		NE emphasizes writing for a variety of specific genres, while CC emphasizes three major categories: writing about an opinion, writing about information, and telling a story.	W.3.1 W.3.2	Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
3.2.2.d	Apply an organizational structure appropriate to the task (e.g., logical, sequential order)	Strong	NE	CC is less difficult because students are provided guidance and support from adults when applying an organizational structure appropriate to a task.	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
3.2.2.e	Analyze models and examples (own and others) of various genres to create a similar piece	Not addressed			

LA 3.3 SPEAKING & LISTENING: Students will learn and apply speaking and listening skills and strategies to communicate.

3.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

3.3.1.a	Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
				SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
				L.3.3.a Choose words and phrases for effect.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
3.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations	Strong			SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
					SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3.3.1.c	Utilize available media to enhance communication (e.g., poster, overhead)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.						
3.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)	Partial (specificity)		NE is more specific about situations and modalities.	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
					SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
3.3.2.b	Use information in order to complete a task	Weak		Content is similar, with significant differences in emphasis and phrasing.	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
3.3.2.c	Listen, ask questions to clarify, and take notes to ensure accuracy of information	Partial (scope)		NE includes taking notes.	SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
3.3.2.d	Listen to and summarize thoughts, ideas, and information being communicated	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.						
3.3.3.a	Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)	Weak		Content is similar, with significant differences in emphasis and phrasing.	L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
					L.3.3.a	Choose words and phrases for effect.
3.3.3.b	Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)	Partial (scope)		NE includes facing the speaker, eye contact, and non-verbal cues.	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
3.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	Partial (scope)	NE includes using a variety of media and formats.	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
				SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
				SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA 3.4 MULTIPLE LITERACIES: Students will identify, locate, and evaluate information.					
3.4.I Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).					
3.4.1.a	Select and use multiple resources to answer guiding questions (e.g., print, electronic)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.3.7	Conduct short research projects that build knowledge about a topic.
				W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
3.4.1.b	Discuss ethical and legal use of information	Not addressed			
3.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)	Not addressed			
3.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	Not addressed			
3.4.1.e	Identify bias and commercialism (e.g., product placement, advertising)	Not addressed			
3.4.1.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	Weak		Content is similar, with significant differences in emphasis and phrasing.	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	Not addressed			

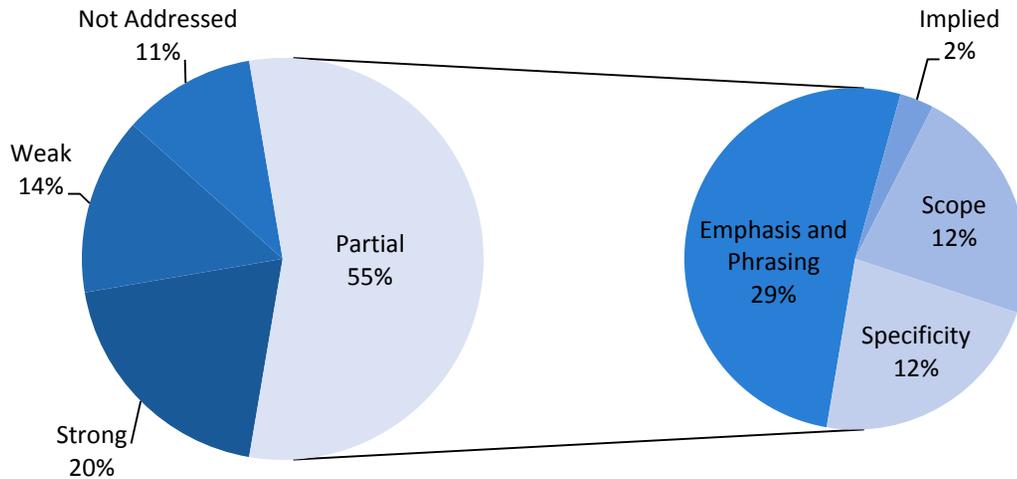
* Rigor: CC: Common Core standards are more rigorous; NE: Nebraska standards are more rigorous.

Language Arts Alignment Study

Grade 4: How the Nebraska Standards content is addressed in the Common Core

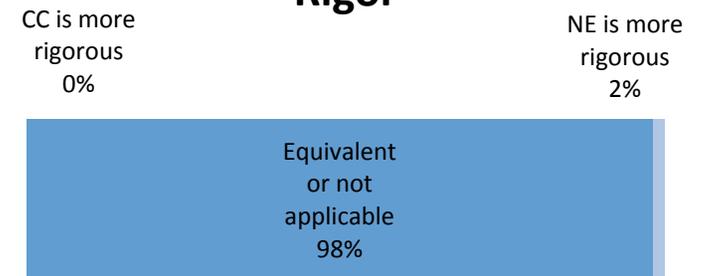
How well the Nebraska language arts content is addressed in the Common Core English language arts standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. **Content alignment** characterizes the nature of the content match between the Nebraska and Common Core standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska standards. A *Partial* match is assigned when the Common Core standard either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska content, differs importantly in its *Emphasis and Phrasing*, or provides only an *Implied* coverage of the content. If more than one of the issues just described characterizes the coverage of a Nebraska indicator by Common Core, the alignment is identified as *Weak*. Finally, if an indicator in the Nebraska standards could not be aligned to a Common Core standard, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. An indicator or standard was counted more rigorous over the other when higher demands are made of students, either because the same content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.

Summary of Content Alignments



A summary of how well the Common Core addressed content found in the Nebraska standards. See above for a discussion about the alignment categories.

Rigor



Content in the Common Core was compared to the Nebraska standards for the relative demands placed on students. The graph displays the percentage of indicators that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two sets of standards, or could not be rated for rigor, including when content was not addressed by both documents or when differences between the content made rigor comparisons invalid. See discussion above for more information.

Language Arts Alignment Study

Grade 4 Overview

Very few topics in the Nebraska Standards for Language Arts are not also addressed by the Common Core ELA-Literacy Standards. The topics not found in the Common Core are related to models for writing, sensitivity to the use of words, and a few skills related to multiple literacies. A few topics in the Nebraska standards are minimally addressed by the Common Core standards, receiving a weak alignment rating. In nearly all cases, weak alignments are due to significant differences in emphasis and phrasing, and in some cases there is also a difference in scope or specificity. A few Nebraska indicators across reading, writing, and oral communication standards are fully addressed in Common Core and were rated strong. A majority of the alignments were rated as partial, and a majority of these partial alignments are due to differences in emphasis and phrasing. For example, the Nebraska standards emphasize reading strategies, while the Common Core standards emphasize comparison of multiple texts. An equal number of indicators were rated as partial alignment due to differences in specificity as those rated as partial alignment due to differences in scope. In regards to rigor, the Nebraska standards require the same essential skills as the Common Core, but with higher levels of cognitive difficulty in only one case, and there are no cases of a Common Core standards being more rigorous than Nebraska at this grade level.

Of the 56 rated indicators in the Nebraska standards for kindergarten, 50 are addressed and 6 are not addressed by the Common Core. Of those addressed, 11 are strong alignments, 31 are partial alignments, and 8 are weak alignments.

Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
Grade 4				
LA 4.1 READING: Students will learn and apply reading skills and strategies to comprehend text.				
4.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print				
Concept mastered at previous grade level				
4.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.				
Concept mastered at previous grade level				
4.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.				
4.1.3.a	Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4.1.3.b	Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
			NE content for compound words is in grades K–4; CC content for compound words is in grade 2.	L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
4.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.					
4.1.4.a	Read phrases, clauses, and sentences that sound like natural language to support comprehension	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
4.1.4.b	Read words and phrases accurately and automatically	Partial (specificity)		NE specifies reading automatically.	RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
4.1.4.c	Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.a Read on-level text with purpose and understanding.
4.1.4.d	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	Weak		Content is similar, with significant differences in emphasis and phrasing.	RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.					
4.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)	Strong			L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). L.4.1.e Form and use prepositional phrases. L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				(e.g., telegraph, photograph, autograph).
			NE content for plurals is in grades K–4; CC content for plurals is in grades K–3.	L.3.1.b Form and use regular and irregular plural nouns.
			NE content for plurals is in grades 2–4; CC content for plurals is in grades 1–3.	L.3.2.d Form and use possessives.
4.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	Partial (scope)	NE includes using prior knowledge	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				necessary.
				L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
				L.4.4.d Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4.1.5.d	Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)	Partial (scope)	NE includes multiple meaning words that are pronounced the same (homophones). NE content for multiple meaning words that are spelled the same (homographs) is in grade 4; CC content for homographs is in grade 5. Rigor not rated because content is found in an example.	L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
			NE content for word categories is in grades K–4; CC content for categories of words is in grades K–1.	L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
				L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
4.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)	Strong		L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
meaning of key words and phrases.				
4.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.				
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	Weak	Content is similar, with significant differences in emphasis and phrasing.	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
4.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)	Strong		RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
4.1.6.c	Summarize narrative text including characters, setting, and plot with supporting details	Strong		RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
4.1.6.d	Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	Partial (scope)		NE includes onomatopoeia and imagery.	L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
					RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
					RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
4.1.6.e	Retell and summarize the main idea from informational text using supporting details	Strong			RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
					RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
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)	Partial (scope)		NE includes tables.	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
					L.4.4.d Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
				NE content for maps is in grades 2–8; CC content for maps is in grade 3.	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
4.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	Weak		NE includes characteristics of informational genres. Content is similar, with some differences in emphasis and phrasing.	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
4.1.6.i	Use narrative or informational text to develop a multi-cultural perspective	Weak		Content is similar, with significant differences in emphasis and phrasing.	RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
4.1.6.j	Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text	Weak		NE includes using prior knowledge. NE emphasizes questioning, while CC emphasizes text evidence.	RL/RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.1.6.k	Identify and explain purpose for reading (e.g., information, pleasure, understanding)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	RF.4.4.a	Read on-level text with purpose and understanding.
4.1.6.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	Weak		NE includes activating prior knowledge, text-to-self connections, and text-to-world connections throughout the reading experience. CC emphasizes text-to-text connections.	RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
					RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
4.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to	Partial (emphasis and phrasing)		NE emphasizes applying appropriate reading strategies, while CC emphasizes the strategy of using	RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	clarify, confirm, or correct		context.	necessary.
4.1.6.n	Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)	Not addressed		
4.1.6.o	Use examples and details in a text to make inferences about a story or situation	Strong		RL/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.1.6.p	Respond to text verbally, in writing, or artistically	Partial (scope)	NE includes responding to a text artistically.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA 4.2 WRITNG: Students will learn and apply reading skills and strategies to comprehend text.				
4.2.I Writing Process: Students will use writing to communicate.				
4.2.1.a	Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word	Partial (specificity)	NE is more specific about prewriting.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
processing tools, multimedia)				
4.2.1.b	Generate a draft by:			
	-Selecting and organizing ideas relevant to topic, purpose, and genre	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	<p>W.4.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
	-Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative,	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
interrogative, exclamatory, and imperative)					L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.
					L.4.3.b Choose punctuation for effect.
-Developing introductory and concluding paragraphs		Strong			W.4.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
					W.4.1.d Provide a concluding statement or section related to the opinion presented.
					W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
					W.4.2.e Provide a concluding statement or section related to the information or explanation presented.
4.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	Partial (specificity)		NE specifies revising for organization, sentence fluency, word choice, and voice.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.2.1.d	Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to	Partial (implied)		CC implies providing feedback to others because it includes getting feedback from peers.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
improve own writing					planning, revising, and editing.
4.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	Partial (specificity)		NE is more specific about editing, although CC is more specific about conventions of grammar and usage in the language strand at this grade.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.2.1.f	Publish a legible document (e.g., handwritten or electronic)	Partial (scope)		NE includes handwritten documents.	W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
4.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.					
4.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
4.2.2.b	Write considering audience and what the reader needs to know; select words and format with audience in mind	Partial (specificity)		NE is more specific about considerations when adapting writing for a specified audience.	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. L.4.3.b Choose words and phrases to convey ideas precisely.
4.2.2.c	Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography,	Weak		NE emphasizes tone/voice for a selected genre, while CC emphasizes word choice for expository and	W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	report, formal letter)		narrative writing.	W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.
4.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)	Strong		W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
4.2.2.e	Analyze models and examples (own and others) of various genres to create a similar piece	Not addressed		
LA 4.3 SPEAKING & LISTENING: Students will learn and apply speaking and listening skills and strategies to communicate.				
4.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.				
4.3.1.a	Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
				SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
				L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				where informal discourse is appropriate (e.g., small-group discussion).
4.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations	Strong		<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
4.3.1.c	Utilize available media to enhance communication(e.g., presentation software, poster)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.				
4.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)	Partial (specificity)	NE is more specific about situations and modalities.	<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>
4.3.2.b	Listen, ask questions to clarify,	Partial (scope)	NE includes taking notes.	SL.4.1.c Pose and respond to specific

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	and take notes to ensure accuracy of information			<p>questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>
4.3.2.c	Listen to, summarize, and explain thoughts, ideas, and information being communicated	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.				
4.3.3.a	Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)	Not addressed		
4.3.3.b	Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	<p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>
4.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	Strong		SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				own clearly.
				SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
				SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA 4.4 MULTIPLE LITERACIES: Students will identify, locate, and evaluate information.				
4.4.I Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).				
4.4.1.a	Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources)	Partial (specificity)	NE is more specific about types of resources.	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
				W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.4.1.b	Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)	Strong	NE	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
4.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)	Not addressed			
4.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	Not addressed			
4.4.1.e Identify bias and commercialism (e.g., product placement, advertising)	Not addressed			
4.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	Weak		Content is similar, with significant differences in emphasis and phrasing.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

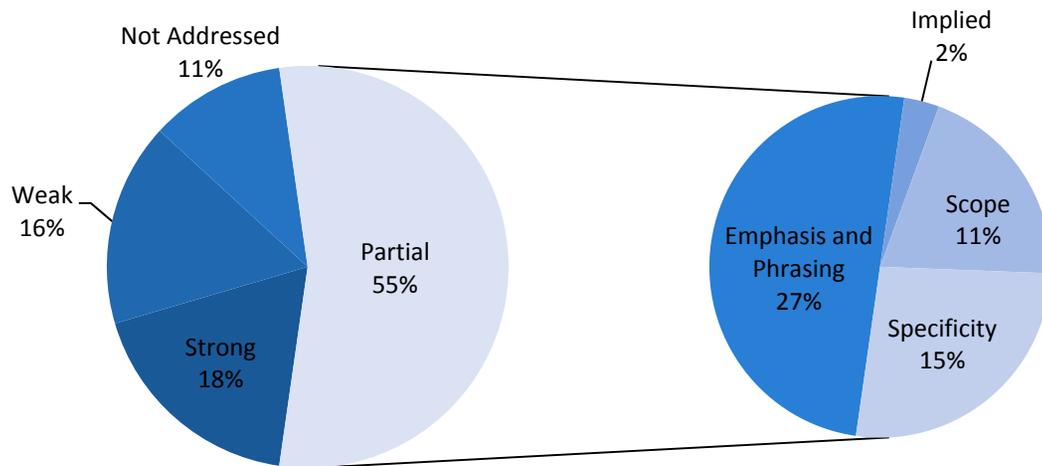
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Language Arts Alignment Study

Grade 5: How the Nebraska Standards content is addressed in the Common Core

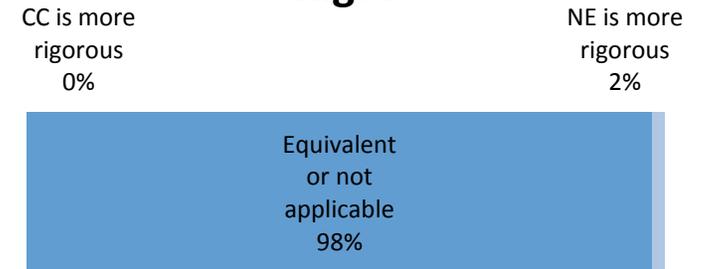
How well the Nebraska language arts content is addressed in the Common Core English language arts standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. **Content alignment** characterizes the nature of the content match between the Nebraska and Common Core standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska standards. A *Partial* match is assigned when the Common Core standard either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska content, differs importantly in its *Emphasis and Phrasing*, or provides only an *Implied* coverage of the content. If more than one of the issues just described characterizes the coverage of a Nebraska indicator by Common Core, the alignment is identified as *Weak*. Finally, if an indicator in the Nebraska standards could not be aligned to a Common Core standard, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. An indicator or standard was counted more rigorous over the other when higher demands are made of students, either because the same content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.

Summary of Content Alignments



A summary of how well the Common Core addressed content found in the Nebraska standards. See above for a discussion about the alignment categories.

Rigor



Content in the Common Core was compared to the Nebraska standards for the relative demands placed on students. The graph displays the percentage of indicators that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two sets of standards, or could not be rated for rigor, including when content was not addressed by both documents or when differences between the content made rigor comparisons invalid. See discussion above for more information.

Language Arts Alignment Study

Grade 5 Overview

Very few topics in the Nebraska Standards for Language Arts are not also addressed by the Common Core ELA-Literacy Standards. The topics not found in the Common Core are related to developing a global multi-cultural perspective, models for writing, sensitivity to the use of words, and a few skills related to multiple literacies. A few topics in the Nebraska standards are minimally addressed by the Common Core standards, receiving a weak alignment rating. In nearly all cases, weak alignments are due to significant differences in emphasis and phrasing, and in some cases there is also a difference in scope. A few Nebraska indicators across reading, writing, and oral communication standards are fully addressed in Common Core and were rated strong. A majority of the alignments were rated as partial, and half of these partial alignments are due to differences in emphasis and phrasing. For example, the Nebraska standards emphasize adapting writing for different purposes and audiences, while the Common Core emphasizes writing within 3 major text types. A similar number of indicators were rated as partial alignment due to differences in specificity as those rated as partial alignment due to differences in scope. In regards to rigor, there is one case in which the Nebraska standards require the same essential skills as the Common Core, but with higher levels of difficulty. There are no cases of a Common Core standards being more rigorous than Nebraska at this grade level.

Of the 55 rated indicators in the Nebraska standards for kindergarten, 49 are addressed and 6 are not addressed by the Common Core. Of those addressed, 10 are strong alignments, 30 are partial alignments, and 9 are weak alignments.

Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
Grade 5				
LA 5.1 READING: Students will learn and apply reading skills and strategies to comprehend text.				
5.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.				
Concept mastered at previous grade level				
5.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.				
Concept mastered at previous grade level				
5.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.				
5.1.3.a	Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)	Partial (specificity)	NE specifies Anglo-Saxon roots and affixes.	RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.				
5.1.4.a	Read phrases, clauses, and sentences that sound like natural language to support comprehension	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
5.1.4.b	Read words and phrases accurately and automatically	Partial (specificity)	NE specifies reading automatically.	RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
5.1.4.c	Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of	Weak	Content is similar, with significant differences in emphasis and phrasing.	RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
information)				
5.1.4.d	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	Weak	Content is similar, with significant differences in emphasis and phrasing.	RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.				
5.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)	Partial (scope)	NE includes abbreviations and word origins.	L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
5.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	Partial (scope)	NE includes using prior knowledge	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
5.1.5.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, captions, maps) to determine meaning of unknown words in a variety of text structures	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				necessary.	
				L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
				L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
			NE content for maps is in grades 2–8; CC content for maps is in grade 3.	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
5.1.5.d	Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)	Strong	NE	NE content for analogies is in grade 5; CC content for analogies is in grade 7. Rigor not rated because content is found in an example.	L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
				RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
				L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.	

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
5.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)	Strong		L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.				
5.1.6.a	Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text	Weak	Content is similar, with significant differences in emphasis and phrasing.	RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)	Strong		RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				specific details in the text (e.g., how characters interact).
5.1.6.c	Summarize narrative text including characters, setting, plot, and theme with supporting details	Strong		<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
5.1.6.d	Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	Partial (scope)	<p>NE includes onomatopoeia and imagery.</p> <p>NE content for rhythm and alliteration is in grades K–6; CC content for rhythm and alliteration is in grade 2 (shown) and grade 7 (RL.7.4).</p>	<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
5.1.6.e	Summarize and analyze the main idea from informational text using supporting details	Strong			RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
					RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
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)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
					L.5.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
				NE content for reading charts and graphs is in grades 2–12; CC content for reading charts and graphs is in grade 4.	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				pages) and explain how the information contributes to an understanding of the text in which it appears.
			NE content for maps is in grades 2–8; CC content for maps is in grade 3.	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
5.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)	Weak	Content is similar, with significant differences in emphasis and phrasing.	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
5.1.6.i	Recognize the social, historical, cultural, and biographical influences in a variety of genres	Weak	Content is similar, with significant differences in emphasis and phrasing.	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
5.1.6.j	Use narrative and informational text to develop a national and global multi-cultural perspective	Not addressed		
5.1.6.k	Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and	Weak	NE includes using prior knowledge. NE emphasizes questioning, while CC emphasizes text evidence.	RL/RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
additional sources				
5.1.6.l	Select text for a particular purpose (e.g., information, pleasure, answer a specific question)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RF.4.4.a Read on-level text with purpose and understanding. W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
5.1.6.m	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	Weak	NE includes activating prior knowledge, text-to-self connections, and text-to-world connections throughout the reading experience. CC emphasizes text-to-text connections.	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.1.6.n	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	Partial (emphasis and phrasing)	NE emphasizes applying appropriate reading strategies, while CC emphasizes the strategy of using context.	RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.1.6.o	Use examples and details to make inferences or logical predictions while previewing and reading text	Partial (scope)	NE includes making predictions.	RL/RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.1.6.p	Respond to text verbally, in writing, or artistically	Partial (scope)	NE includes responding to a text artistically.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. SL.5.1 Engage effectively in a range of collaborative discussions (one-on-

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA 5.2 WRITNG: Students will learn and apply reading skills and strategies to comprehend text.				
5.2.1 Writing Process: Students will use writing to communicate.				
5.2.1.a	Use prewriting activities and inquiry tools to generate and organize information, guide writing, and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)	Partial (specificity)	NE is more specific about prewriting.	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.5.1.b Provide logically ordered reasons that are supported by facts and details. W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				unfolds naturally.
-Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	L.5.1.e L.5.3.a Use correlative conjunctions (e.g., either/or, neither/nor). Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
-Developing details and transitional phrases that link one paragraph to another	Strong			W.5.1.c W.5.2.c W.5.3.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
5.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	Partial (specificity)		NE specifies revising for organization, sentence fluency, word choice, and voice.	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	Partial (implied)		CC implies providing feedback to others because it includes getting feedback from peers.	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
					approach.
5.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	Partial (specificity)		NE is more specific about editing, although CC is more specific about conventions of grammar and usage in the language strand at this grade.	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.2.1.f	Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
5.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.					
5.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5.2.2.b	Write to a specified audience considering interests, background knowledge, and expectations (e.g.,	Partial (specificity)		NE is more specific about considerations when adapting writing for a specified audience.	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	known or unknown individual, business, organization)			task, purpose, and audience.
5.2.2.c	Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)	Weak	NE emphasizes tone/voice for a selected genre, while CC emphasizes word choice for expository and narrative writing.	W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.
5.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)	Strong		W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5.2.2.e	Analyze models and examples (own and others’) of various genres to create a similar piece	Not addressed		

LA 5.3 SPEAKING & LISTENING: Students will learn and apply speaking and listening skills and strategies to communicate.

5.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

5.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
5.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations	Strong			<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
5.3.1.c	Utilize available media to enhance communication (e.g., projection system, presentation software)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.					
5.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	Partial (specificity)		NE is more specific about situations and modalities.	<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
5.3.2.b	Listen and ask questions to clarify, and take notes to ensure	Partial (scope)		NE includes taking notes.	SL.5.1.c Pose and respond to specific questions by making comments

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	accuracy of information			that contribute to the discussion and elaborate on the remarks of others. SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
5.3.2.c	Listen to, summarize and interpret message and purpose of information being communicated	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.				
5.3.3.a	Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)	Not addressed		
5.3.3.b	Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
5.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas	Strong		SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
using a variety of media and formats				<p>topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
LA 5.4 MULTIPLE LITERACIES: Students will identify, locate, and evaluate information.				
5.4.I Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).				
5.4.1.a	Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)	Partial (specificity)	NE is more specific about types of resources.	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
5.4.1.b	Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)	Strong	NE	<p>NE is more difficult because students use a prescribed format for citations.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished</p>

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				work, and provide a list of sources.
5.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)	Not addressed		
5.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	Not addressed		
5.4.1.e	Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image)	Not addressed		
5.4.1.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	Weak	Content is similar, with significant differences in emphasis and phrasing.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

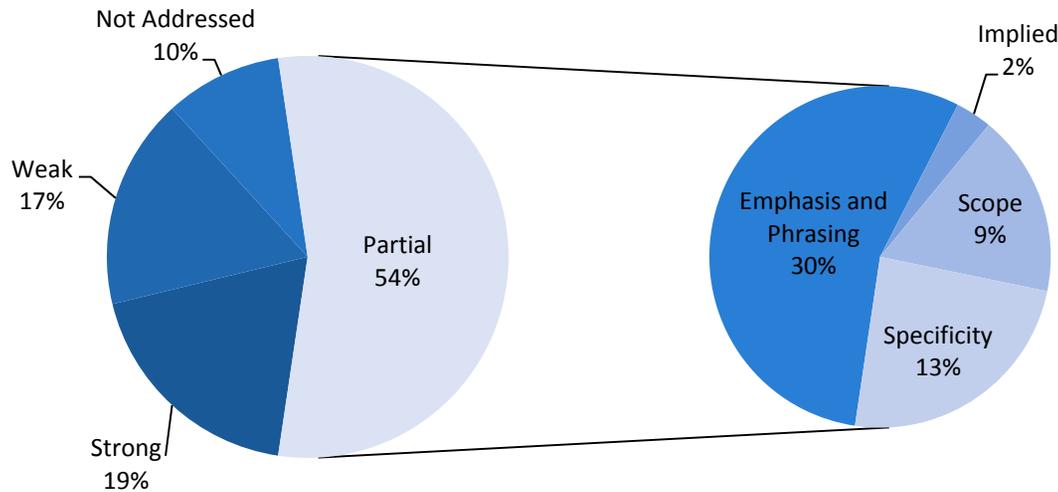
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Language Arts Alignment Study

Grade 6: How the Nebraska Standards content is addressed in the Common Core

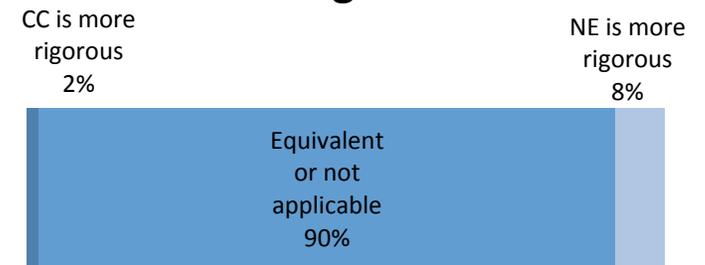
How well the Nebraska language arts content is addressed in the Common Core English language arts standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. Content alignment characterizes the nature of the content match between the Nebraska and Common Core standards. A Strong match indicates Common Core fully addresses the content of the Nebraska standards. A Partial match is assigned when the Common Core standard either does not offer the same level of Specificity as the Nebraska indicator, does not cover the complete Scope of the Nebraska content, differs importantly in its Emphasis and Phrasing, or provides only an Implied coverage of the content. If more than one of the issues just described characterizes the coverage of a Nebraska indicator by Common Core, the alignment is identified as Weak. Finally, if an indicator in the Nebraska standards could not be aligned to a Common Core standard, it is marked as Not Addressed. The standards were also compared to identify relative Rigor. An indicator or standard was counted more rigorous over the other when higher demands are made of students, either because the same content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.

Summary of Content Alignments



A summary of how well the Common Core standards address content found in the Nebraska standards. See above for a discussion about the alignment categories.

Rigor



Content in the Common Core was compared to the Nebraska standards for the relative demands placed on students. The graph displays the percentage of indicators that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two sets of standards, or could not be rated for rigor, including when content was not addressed by both documents or when differences between the content made rigor comparisons invalid. See discussion above for more information.

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Grade 6 Overview

A few topics in the Nebraska Standards for Language Arts are not also addressed by the Common Core ELA-Literacy Standards. The topics not found in the Common Core are related to developing a global multi-cultural perspective, models for writing, and a few skills related to multiple literacies. A few topics in the Nebraska standards are minimally addressed by the Common Core standards, receiving a weak alignment rating. For example, the Nebraska indicators for reading fluency were rated as weak alignments because the Common Core does not address fluency in middle school grades, and so related content within the Common Core has significant differences in emphasis and phrasing. A few Nebraska indicators across reading, writing, and oral communication standards are fully addressed in Common Core and were rated strong. In many of these cases of strong ratings, the Nebraska indicators are more generally stated and subsume many specific standards in the Common Core. For example, Nebraska addresses grammar and usage in a more general way than does the Common Core. A majority of the alignments were rated as partial, and a majority of these partial alignments are due to differences in emphasis and phrasing. A few indicators were rated as partial alignment because the Nebraska standards include specifics not found in the Common Core. In regards to rigor, there are very few cases in which the Nebraska standards are more rigorous, and very few cases in which the Common Core is more rigorous, based on the grade that skills are first introduced and relative cognitive difficulty.

Of the 53 rated indicators in the Nebraska standards for kindergarten, 48 are addressed and 5 are not addressed by the Common Core. Of those addressed, 10 are strong alignments, 29 are partial alignments, and 9 are weak alignments.

Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
Grade 6				
LA 6.1 READING: Students will learn and apply reading skills and strategies to comprehend text.				
6.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print				
Concept mastered at a previous grade level				
6.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.				
Concept mastered at a previous grade level				
6.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.				
6.1.3.a	Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently used in English, bases, affixes)	Partial (scope)	NE includes foreign words frequently used in English.	L.6.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
6.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.				
6.1.4.a	Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)	Weak	Content is similar, with significant difference in emphasis and phrasing. The topic of reading Fluency ends in the CC at grade 5.	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
6.1.4.b	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	Weak	Content is similar, with significant difference in emphasis and phrasing. The topic of reading Fluency ends in the CC at grade 5.	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.				
6.1.5.a	Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	suffixes to understand complex words, including words in science, mathematics, and social studies			flexibly from a range of strategies. L.6.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
6.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	Partial (scope)	NE includes using prior knowledge	L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	Partial (emphasis and phrasing)	NE emphasizes using text features to determine the meaning of unknown words, while CC emphasizes interpreting diverse formats of information.	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital,

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
6.1.5.d	Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)	Strong	NE	NE content for analogy is in grades 5 and 6. CC content for analogy is in grade 7.	<p>L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.6.5.a Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>NE content for similes is in grades K–6, and NE content for metaphor is in grades 4–6 and 12; CC content for similes and metaphor is in grades 4, 5 (shown).</p> <p>NE content for idioms is in grades 5–8; CC content for idioms is in grades 4 and 5 (shown).</p> <p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
6.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus glossary)	Strong			L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				speech.	
6.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.					
6.1.6.a	Explain how author’s purpose and perspective affect the meaning and reliability of the text	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RL.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
6.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
				RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
				RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
6.1.6.c	Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme	Partial (emphasis and phrasing)	NE emphasizes a summary that includes a variety of narrative elements, while the CC emphasizes a summary that is distinct from personal opinions.	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.1.6.d	Interpret and explain the author’s use of literary devices (e.g., simile,	Partial	NE specifies a variety of literary	RL.6.4	Determine the meaning of words and phrases as they are used in a

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
metaphor, alliteration, onomatopoeia, imagery, rhythm)	(specificity)		devices and figurative language.	text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. L.6.5.a Interpret figures of speech (e.g., personification) in context.
6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	Partial (specificity)		NE is more specific about types of organizational patterns.	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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)	Partial (emphasis and phrasing)		NE emphasizes types of text features, while CC emphasizes interpreting information within different media and formats.	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
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)	Weak		Content is similar, with significant differences in emphasis and phrasing.	<p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
6.1.6.i	Describe the social, historical, cultural, and biographical influences in a variety of genres	Weak	NE	NE includes social, cultural, and biographical influences. NE content is in grade 6; CC content is in grade 7.	RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
6.1.6.j	Use narrative and informational text to develop a national and global multi-cultural perspective	Not addressed			
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	Partial (scope)	NE	NE includes using prior knowledge. NE emphasizes questioning, while CC emphasizes text evidence.	<p>RL/RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
6.1.6.l	Select text for a particular purpose (e.g., information, pleasure, answer a specific question)	Weak		NE includes reading for pleasure. Content is similar, with some differences in emphasis and phrasing.	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
6.1.6.m	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	Weak		NE includes activating prior knowledge, text-to-self connections, and text-to-world connections throughout the reading experience. CC emphasizes text-to-text connections.	RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
					RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
6.1.6.n	Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	Weak		NE includes self-monitoring. NE emphasizes using reading strategies for comprehension errors, while CC emphasizes using scaffolding as needed to comprehend complex texts.	RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
					RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6.1.6.o	Use examples and details to make inferences or logical predictions while previewing and reading text	Partial (scope)		NE includes making predictions.	RL/RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				drawn from the text.
6.1.6.p	Respond to text verbally, in writing, or artistically	Partial (scope)	NE includes responding to a text artistically.	<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
LA 6.2 WRITNG: Students will learn and apply reading skills and strategies to comprehend text.				
6.2.1 Writing Process: Students will use writing to communicate.				
6.2.1.a	Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions	Partial (specificity)	NE is more specific about prewriting.	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre	Strong		<p>W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g.,</p>

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				charts, tables), and multimedia when useful to aiding comprehension.
				W.6.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
				W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
-Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity	Strong			L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
		CC	NE content for fragments and run-ons is in grade 6; CC content for fragments and run-ons is in grade 4.	L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
			CC	NE content for simple, compound, and complex sentences in grades 6; CC content for simple, compound, and complex sentences is in grade 3 (shown) and 7 (L.7.1.b).	L.3.1.i	Produce simple, compound, and complex sentences.
	-Concluding with detailed summary linked to the purpose of the composition	Strong			W.6.1.e	Provide a concluding statement or section that follows from the argument presented.
					W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
					W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.
6.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	Partial (specificity)		NE specifies revising for organization, sentence fluency, word choice, and voice.	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.2.1.d	Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	Partial (implied)		CC implies providing feedback to others because it includes getting feedback from peers.	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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Language Arts Alignment Study

Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
6.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	Partial (specificity)		NE is more specific about editing, although CC is more specific about conventions of grammar and usage in the language strand at this grade.	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
6.2.1.f	Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
					W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
6.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.						
6.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	Partial (specificity)		NE specifies purposes for writing.	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
6.2.2.b	Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience)	Partial (specificity)	NE specifies types of audiences.	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
6.2.2.c	Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)	Partial (emphasis and phrasing)	NE emphasizes writing in selected genre, while CC emphasizes three major genre categories: writing arguments, writing about information, and writing narratives.	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
6.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)	Strong		W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g.,

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				charts, tables), and multimedia when useful to aiding comprehension.
				W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6.2.2.e	Analyze models and examples (own and others’) of various genres in order to create a similar piece	Not addressed		
LA 6.3 SPEAKING & LISTENING: Students will learn and apply speaking and listening skills and strategies to communicate.				
6.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.				
6.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
				SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
6.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations	Strong			SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
6.3.1.c	Utilize available media to enhance communication	Strong			SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.						
6.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
					SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
6.3.2.b	Listen, ask questions to clarify, and take notes to ensure accuracy of information	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
					SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				reflection and paraphrasing.	
6.3.2.c	Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.6.2 SL.6.3	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.					
6.3.3.a	Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
6.3.3.b	Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)	Weak	NE emphasizes conversation strategies, while CC emphasizes setting goals and identifying roles.	SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
6.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	Strong		SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA 6.4 MULTIPLE LITERACIES: Students will identify, locate, and evaluate information.				
6.4.1 Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).				
6.4.1.a	Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
				W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.4.1.b	Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)	Strong		W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				information for sources.
6.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)	Not addressed		
6.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	Not addressed		
6.4.1.e	While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)	Not addressed		
6.4.1.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	Weak	Content is similar, with significant differences in emphasis and phrasing.	SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
6.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
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minimum of three pages in a single sitting.

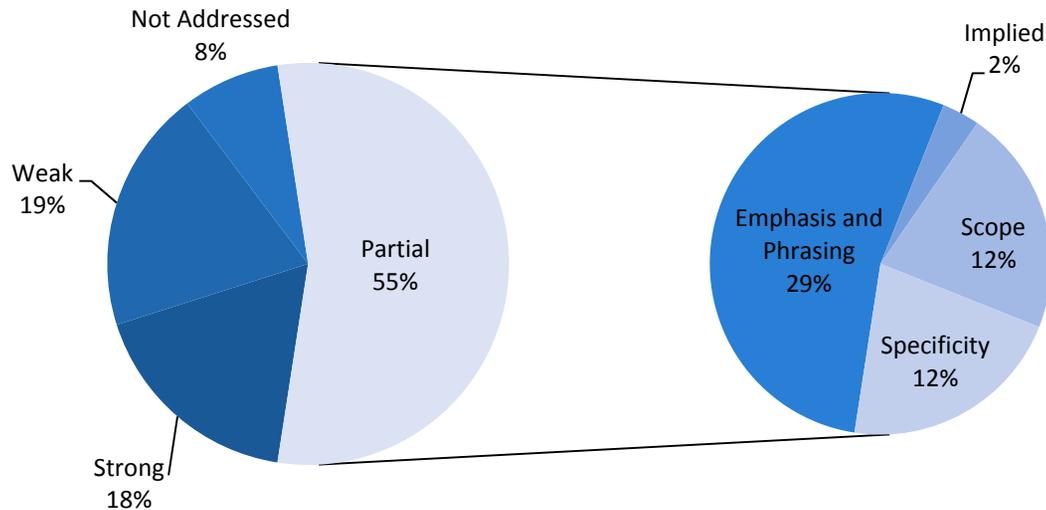
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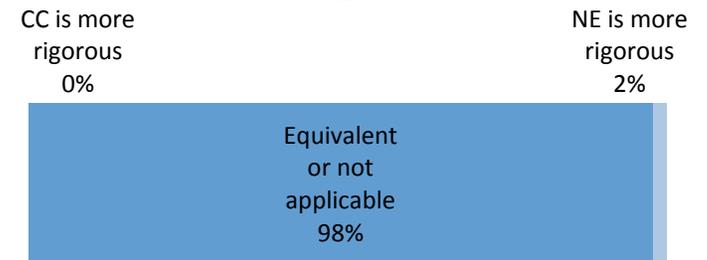
Grade 7: How the Nebraska Standards content is addressed in the Common Core

How well the Nebraska language arts content is addressed in the Common Core English language arts standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. Content alignment characterizes the nature of the content match between the Nebraska and Common Core standards. A Strong match indicates Common Core fully addresses the content of the Nebraska standards. A Partial match is assigned when the Common Core standard either does not offer the same level of Specificity as the Nebraska indicator, does not cover the complete Scope of the Nebraska content, differs importantly in its Emphasis and Phrasing, or provides only an Implied coverage of the content. If more than one of the issues just described characterizes the coverage of a Nebraska indicator by Common Core, the alignment is identified as Weak. Finally, if an indicator in the Nebraska standards could not be aligned to a Common Core standard, it is marked as Not Addressed. The standards were also compared to identify relative Rigor. An indicator or standard was counted more rigorous over the other when higher demands are made of students, either because the same content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.

Summary of Content Alignments



Rigor



Content in the Common Core was compared to the Nebraska standards for the relative demands placed on students. The graph displays the percentage of indicators that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two sets of standards, or could not be rated for rigor, including when content was not addressed by both documents or when differences between the content made rigor comparisons invalid. See discussion above for more information.

A summary of how well the Common Core addressed content found in the Nebraska standards. See above for a discussion about the alignment categories.

Language Arts Alignment Study

Grade 7 Overview

Very few topics in the Nebraska Standards for Language Arts are not also addressed by the Common Core ELA-Literacy Standards. The topics not found in the Common Core are related to developing a global multi-cultural perspective, models for writing, and skills related to multiple literacies. A few topics in the Nebraska standards are minimally addressed by the Common Core standards, receiving a weak alignment rating. For example, the Nebraska indicators for reading fluency were rated as weak alignments because the Common Core does not address fluency in middle school grades, and so related content within the Common Core has significant differences in emphasis and phrasing. A few Nebraska indicators are fully addressed in Common Core and were rated strong. For some strong ratings, the Nebraska indicators are more generally stated and subsume several specific standards in the Common Core. For example, Nebraska addresses the characteristics of student writing in a more general way than does the Common Core. A majority of the alignments were rated as partial, and a majority of these partial alignments are due to differences in emphasis and phrasing. An equal number of indicators were rated as partially aligned due to differences in specificity as those rated as partially aligned due to differences in scope. In regards to rigor, there are very few cases in which the Nebraska standards are more rigorous, and there are no cases in which the Common Core is more rigorous, based on the grade that skills are first introduced.

Of the 51 rated indicators in the Nebraska standards for kindergarten, 47 are addressed and 4 are not addressed by the Common Core. Of those addressed, 9 are strong alignments, 28 are partial alignments, and 10 are weak alignments.

Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
Grade 7				
LA 7.1 READING: Students will learn and apply reading skills and strategies to comprehend text.				
7.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print				
Concept mastered at a previous grade level				
7.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.				
Concept mastered at a previous grade level				
7.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.				
Concept mastered at a previous grade level				
7.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.				
7.1.4.a	Apply elements of prosodic reading to a group of related texts and explore their potential for performance	Weak	Content is similar, with significant difference in emphasis and phrasing. The topic of reading Fluency ends in the CC at grade 5.	SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
7.1.4.b	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	Weak	Content is similar, with significant difference in emphasis and phrasing. The topic of reading Fluency ends in the CC at grade 5.	SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
7.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.				
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	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				(e.g., belligerent, bellicose, rebel).	
7.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations.	Partial (scope)	NE includes using prior knowledge	L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	Partial (emphasis and phrasing)	NE emphasizes using text features to determine the meaning of unknown words, while CC emphasizes interpreting diverse formats of information.	SL.7.2 L.7.4.a	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
7.1.5.d	Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)	Strong		L.7.5 L.7.5.c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
7.1.5.e	Determine meaning using print and digital reference materials	Strong			L.7.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
					L.7.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
7.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.						
7.1.6.a	Analyze the meaning, reliability, and validity of the text considering author's purpose, and perspective	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
					RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)	Strong			RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards		
				<p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>		
7.1.6.c	Analyze author’s use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)	Partial (scope)	NE	NE includes foreshadowing and symbolism. NE content for hyperbole is in grades 7–8; CC content for hyperbole is in grades 11–12. Overall, NE judged to be more rigorous for this standard due to grade placement.	L.11–12 .5.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
			NE	NE content for flashbacks is in grades 7–12; CC content for flashbacks is in grades 9–10.	RL.9–10 .5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
			NE	NE content for oxymoron is in grades 7–12; CC content for oxymoron is in grades 9–10.	L.9–10 5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
			NE	NE content for suspense is in grades 7–8, and NE content for irony is in grades 7–12. CC content for suspense and irony is in grade 8.	RL.8.6	Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				effects as suspense or humor.
		CC	NE content for personification is in grades 7–12; CC content for personification is in grade 6.	L.6.5.a Interpret figures of speech (e.g., personification) in context.
			NE content for idioms is in grades 5–8; CC content for idioms is in grades 4 and 5 (shown).	L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.
7.1.6.d	Summarize, analyze, and synthesize informational text using main idea and supporting details	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
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)	Partial (specificity)	NE is more specific about types of organizational patterns.	RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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)	Partial (emphasis and phrasing)	NE emphasizes types of text features, while CC emphasizes interpreting information within different media and formats.	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.1.6.g	Explain and make inferences based on the characteristics of	Weak	Content is similar, with significant	RL/RI. Cite several pieces of textual evidence to support analysis of

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)			differences in emphasis and phrasing.	7.1	what the text says explicitly as well as inferences drawn from the text.
				RL.7.5	Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.
				RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
7.1.6.h	Explain the social, historical, cultural, and biographical influences in a variety of genres	Weak	NE includes social, cultural, and biographical influences.	RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
7.1.6.i	Use narrative and informational text to develop a national and global multi-cultural perspective	Not addressed			
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	Partial (scope)	NE includes using prior knowledge. NE emphasizes questioning, while CC emphasizes text evidence.	RL/RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
				W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				questions for further research and investigation.
7.1.6.k	Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)	Weak	NE includes reading for enjoyment and reading to discover models for own writing. Content is similar, with some differences in emphasis and phrasing.	W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
7.1.6.l	Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading	Weak	NE emphasizes building and activating prior knowledge, while CC emphasizes building prior knowledge by comparing texts.	RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
7.1.6.m	Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	Weak	NE includes self-monitoring. NE emphasizes using reading strategies for comprehension errors, while CC emphasizes using scaffolding as needed to comprehend complex texts.	RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				end of the range.	
7.1.6.n	Use examples and details to make inferences or logical predictions while previewing and reading text	Partial (scope)	NE includes making predictions.	RL/RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.1.6.o	Respond to text verbally, in writing, or artistically	Partial (scope)	NE includes responding to a text artistically.	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
				SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA 7.2 WRITNG: Students will learn and apply reading skills and strategies to comprehend text.					
7.2.I Writing Process: Students will use writing to communicate.					
7.2.1.a	Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions	Partial (specificity)	NE is more specific about prewriting.	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
7.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and	Strong		W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
genre				<p>organize the reasons and evidence logically.</p> <p>W.7.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.7.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
-Composing paragraphs with sentences of varying length and complexity avoiding fragments and run-ons	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	<p>L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1.b Choose among simple, compound, complex, and compound-complex</p>

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
			NE content for fragments and run-ons is in grades 6 and 7; CC content for fragments and run-ons is in grade 4.	L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
-Using effective transitional words and cues to unify important ideas	Strong			<p>W.7.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>
7.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	Partial (specificity)		NE specifies revising for quality of ideas, organization, sentence fluency, word choice, and voice.	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
7.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to	Partial (implied)		CC implies providing feedback to others because it includes getting	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	improve own writing		feedback from peers.	planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
7.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	Partial (specificity)	NE is more specific about editing, although CC is more specific about conventions of grammar and usage in the language strand at this grade.	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
7.2.1.f	Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.7.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				linking to and citing sources.
7.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.				
7.2.2.a	Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct)	Partial (specificity)	NE specifies purposes for writing.	W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
7.2.2.b	Write in a variety of genres, considering audience (e.g., a known or unknown individual, a business, organization, or cyber audience)	Partial (specificity)	NE specifies types of audiences.	W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
7.2.2.c	Write considering typical characteristics of the selected genre (e.g., letter to the editor, report, email, class notes, essay, research paper, play)	Partial (emphasis and phrasing)	NE emphasizes writing in selected genres, while CC emphasizes three major genre categories: writing arguments, writing about information, and writing narratives.	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
7.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., order of importance, similarity and difference, posing and answering a question)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
					W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.2.2.e	Analyze models and examples (own and others') of various genres in order to create a similar piece	Not addressed				
LA 7.3 SPEAKING & LISTENING: Students will learn and apply speaking and listening skills and strategies to communicate.						
7.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.						
7.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
					SL.7.4	Present claims and findings,

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
7.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations	Strong		SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
7.3.1.c	Utilize available media to enhance communication	Strong		SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
7.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.				
7.3.2.a	Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.3.2.b	Listen and ask probing questions to elicit information	Strong	Content is similar, with some differences in emphasis and phrasing.	SL.7.1.c Pose questions that elicit elaboration and respond to others'

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
7.3.2.c	Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
7.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.				
7.3.3.a	Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
7.3.3.b	Apply conversation strategies (e.g., listen while others are talking, eye contact, tone, stay on topic, non-verbal cues)	Weak	NE emphasizes conversation strategies, while CC emphasizes setting goals and identifying roles.	SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
7.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and	Partial (scope)	NE includes using a variety of media and formats when collaborating.	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
formats				<p>on others' ideas and expressing their own clearly.</p> <p>SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>
LA 7.4 MULTIPLE LITERACIES: Students will identify, locate, and evaluate information.				
7.4.1 Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).				
7.4.1.a	Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
7.4.1.b	Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g.,	Strong		W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively;

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				assessment of the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)	Not addressed		
7.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	Not addressed		
7.4.1.e	While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)	Weak	NE emphasizes evaluating bias, commercialism, and hidden agendas in media, while CC emphasizes analyzing information in diverse media and formats.	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.4.1.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	Weak	Content is similar, with significant differences in emphasis and phrasing.	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.4.1.g	Use social networks and information tools to gather and	Partial (emphasis	Content is similar, with some	W.7.6 Use technology, including the Internet, to produce and publish

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
share information (e.g., social bookmarking, online collaborative tools)	and phrasing)		differences in emphasis and phrasing.	writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

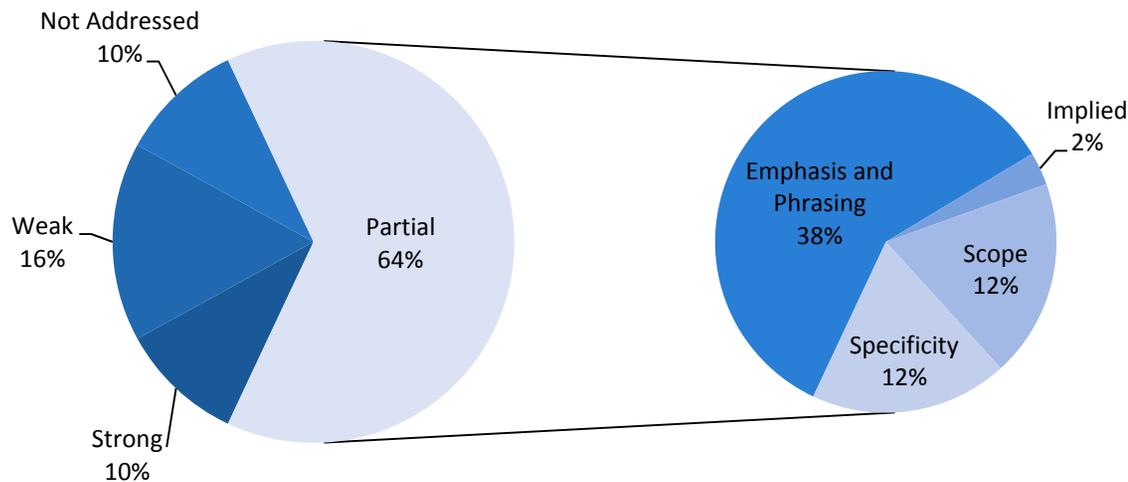
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Grade 8: How the Nebraska Standards content is addressed in the Common Core

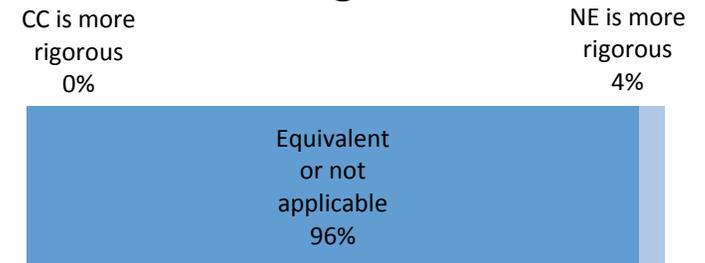
How well the Nebraska language arts content is addressed in the Common Core English language arts standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. Content alignment characterizes the nature of the content match between the Nebraska and Common Core standards. A Strong match indicates Common Core fully addresses the content of the Nebraska standards. A Partial match is assigned when the Common Core standard either does not offer the same level of Specificity as the Nebraska indicator, does not cover the complete Scope of the Nebraska content, differs importantly in its Emphasis and Phrasing, or provides only an Implied coverage of the content. If more than one of the issues just described characterizes the coverage of a Nebraska indicator by Common Core, the alignment is identified as Weak. Finally, if an indicator in the Nebraska standards could not be aligned to a Common Core standard, it is marked as Not Addressed. The standards were also compared to identify relative Rigor. An indicator or standard was counted more rigorous over the other when higher demands are made of students, either because the same content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.

Summary of Content Alignments



A summary of how well the Common Core addressed content found in the Nebraska standards. See above for a discussion about the alignment categories.

Rigor



Content in the Common Core was compared to the Nebraska standards for the relative demands placed on students. The graph displays the percentage of indicators that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two sets of standards, or could not be rated for rigor, including when content was not addressed by both documents or when differences between the content made rigor comparisons invalid. See discussion above for more information.

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Grade 8 Overview

A few topics in the Nebraska Standards for Language Arts are not also addressed by the Common Core ELA-Literacy Standards. The topics not found in the Common Core are related to oral reading that reflects the author's tone and style, developing a global multi-cultural perspective, models for writing, and skills related to multiple literacies, such as safe online behaviors. A few topics in the Nebraska standards are minimally addressed by the Common Core standards, receiving a weak alignment rating. For example, the Nebraska indicators for reading fluency were rated as not addressed or weakly aligned because the Common Core does not address fluency in middle school grades. A few Nebraska indicators are fully addressed in Common Core and were rated strong. For some strong ratings, the Nebraska indicators are more generally stated and subsume several specific standards in the Common Core. For example, Nebraska addresses the characteristics of student writing in a more general way than does the Common Core. A majority of the alignments were rated as partial, and a majority of these partial alignments are due to differences in emphasis and phrasing. An equal number of indicators were rated as partially aligned due to differences in specificity as those rated as partial alignment due to differences in scope. In regards to rigor, there are very few cases in which the Nebraska standards are more rigorous, and there are no cases in which the Common Core is more rigorous, based on the grade that skills are first introduced.

Of the 50 rated indicators in the Nebraska standards for kindergarten, 45 are addressed and 5 are not addressed by the Common Core. Of those addressed, 5 are strong alignments, 32 are partial alignments, and 8 are weak alignments.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
Grade 8				
LA 8.1 READING: Students will learn and apply reading skills and strategies to comprehend text.				
8.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print				
Concept mastered at a previous grade level				
8.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.				
Concept mastered at a previous grade level				
8.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.				
Concept mastered at a previous grade level				
8.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.				
8.1.4.a	Incorporate elements of prosodic reading to communicate text	Weak	Content is similar, with significant difference in emphasis and phrasing. The topic of reading Fluency ends in the CC at grade 5.	SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
8.1.4.b	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	Weak	Content is similar, with significant difference in emphasis and phrasing. The topic of reading Fluency ends in the CC at grade 5.	SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
8.1.4.c	Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, reader's theatre performances)	Not addressed		
8.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.				
8.1.5.a	Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	suffixes to understand complex words, including words in science, mathematics, and social studies			flexibly from a range of strategies. L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
8.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations.	Partial (scope)	NE includes using prior knowledge	L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
8.1.5.c	Select a context clue strategy to determine meaning of unknown words appropriate to text (e.g., restatement, example, gloss, annotation, sidebar)	Partial (specificity)	NE specifies types of context clues.	L.8.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase
8.1.5.d	Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)	Strong		L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
8.1.5.e	Determine meaning using print and digital reference materials	Strong		L.8.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital,

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
				L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
8.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.				
8.1.6.a	Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
				RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
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)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RI.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				<p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
				<p>RL.8.6 Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.</p>
8.1.6.c	Analyze author’s use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)	Partial (scope)	<p>NE includes foreshadowing and symbolism. NE content for hyperbole is in grades 7–8; CC content for hyperbole is in grades 11–12.</p> <p>NE content for flashbacks is in grades 7–12; CC content for flashbacks is in grades 9–10.</p> <p>NE content for oxymoron is in grades 7–12; CC content for oxymoron is in grades 9–10.</p>	<p>L.11–12 .5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>RL.9–10 .5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>L.9–10. 5.a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its</p>

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				meaning and style.
				RL.8.6 Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.
			NE content for personification is in grades 7–12; CC content for personification is in grade 6.	L.6.5.a Interpret figures of speech (e.g., personification) in context.
			NE content for idioms is in grades 5–8; CC content for idioms is in grades 4 and 5 (shown).	L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.
8.1.6.d	Summarize, analyze, and synthesize informational text using main idea and supporting details	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
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)	Partial (specificity)	NE is more specific about types of organizational patterns.	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards	
8.1.6.f	Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)	Partial (emphasis and phrasing)		NE emphasizes types of text features, while CC emphasizes interpreting information within diverse media and formats.	SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
8.1.6.g	Analyze and make inferences based on the characteristics of narrative and informational genres	Weak		Content is similar, with significant differences in emphasis and phrasing.	RL/RI.8.1 RL.8.5	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
8.1.6.h	Analyze a variety of genres for the social, historical, cultural, and biographical influences	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
8.1.6.i	Use narrative and informational text to develop a national and global multi-cultural perspective	Not addressed				
8.1.6.j	Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge,	Partial (scope)	NE	NE includes using prior knowledge. NE emphasizes questioning, while CC emphasizes text evidence.	RL/RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8.1.6.k	Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)	Weak	NE includes reading for enjoyment and reading to discover models for own writing. Content is similar, with some differences in emphasis and phrasing.	W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
8.1.6.l	Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading	Weak	NE emphasizes building and activating prior knowledge, while CC emphasizes building prior knowledge by comparing texts.	RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
8.1.6.m	Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	Weak	NE includes self-monitoring. NE emphasizes using reading strategies for comprehension errors, while CC emphasizes using scaffolding as needed to comprehend complex texts for grades 6–8.	RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
				RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
8.1.6.n	Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text	Partial (scope)	NE includes making predictions.	RI./RI. 8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.1.6.o	Respond to text verbally, in writing, or artistically	Partial (scope)	NE includes responding to a text artistically.	W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
				SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
LA 8.2 WRITNG: Students will learn and apply reading skills and strategies to comprehend text.					
8.2.1 Writing Process: Students will use writing to communicate.					
8.2.1.a	Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information	Partial (specificity)	NE is more specific about prewriting.	W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
8.2.1.b	Generate a draft by: -Defining and stating a thesis	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	-Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	-Identifying and using parallelism to present items in a series and items juxtaposed for emphasis	NE	NE content for parallelism is in grade 8; CC content for parallelism is in grades 9–10.	L.9–10 .1a Use parallel structure.
8.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	Partial (specificity)	NE specifies revising for quality of ideas, organization, sentence fluency, word choice, and voice.	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
8.2.1.d	Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing	Partial (implied)		CC implies providing feedback to others because it includes getting feedback from peers.	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
8.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	Partial (specificity)		NE is more specific about editing, although CC is more specific about conventions of grammar and usage in the language strand at this grade.	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
8.2.1.f	Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
8.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.					
8.2.2.a	Write in a variety of genres, considering purpose and audience	Strong			W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				expectations for writing types are defined in standards 1–3 above.)
8.2.2.b	Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog)	Partial (emphasis and phrasing)	NE emphasizes writing in selected genres, while CC emphasizes three major genre categories: writing arguments, writing about information, and writing narratives.	<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
8.2.2.c	Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	<p>W.8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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Nebraska Language Arts Standards		Content Alignment	More Rigor*	Comments	Common Core Standards
8.2.2.d	Analyze models and examples (own and others') of various genres in order to create a similar piece	Not addressed			
LA 8.3 SPEAKING & LISTENING: Students will learn and apply speaking and listening skills and strategies to communicate.					
8.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.					
8.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
8.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations	Strong			SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
8.3.1.c	Utilize available media to enhance communication	Strong			SL.8.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
8.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.					
8.3.2.a	Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
				SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
8.3.2.b	Listen and ask questions concerning the speaker's content, delivery and purpose.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.8.1.c	Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas.
8.3.2.c	Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
				SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
				relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
8.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.				
8.3.3.a	Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
8.3.3.b	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	Partial (scope)	NE includes using a variety of media and formats when collaborating.	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
8.3.3.c	Respect diverse perspectives while collaborating and participating as a member of the community	Partial (emphasis and phrasing)	Content is similar, with significant differences in emphasis and phrasing.	SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

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Language Arts Alignment Study

Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
LA 8.4 MULTIPLE LITERACIES: Students will identify, locate, and evaluate information.				
8.4.1 Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).				
8.4.1.a	Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	<p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
8.4.1.b	Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)	Partial (specificity)	NE specifies using citation formats and tools.	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe	Not addressed		

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
	information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)			
8.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	Not addressed		
8.4.1.e	While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)	Weak	NE emphasizes evaluating bias, commercialism, and hidden agendas in media, while CC emphasizes analyzing information in diverse media and formats.	SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
8.4.1.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	Weak	Content is similar, with significant differences in emphasis and phrasing.	SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
8.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

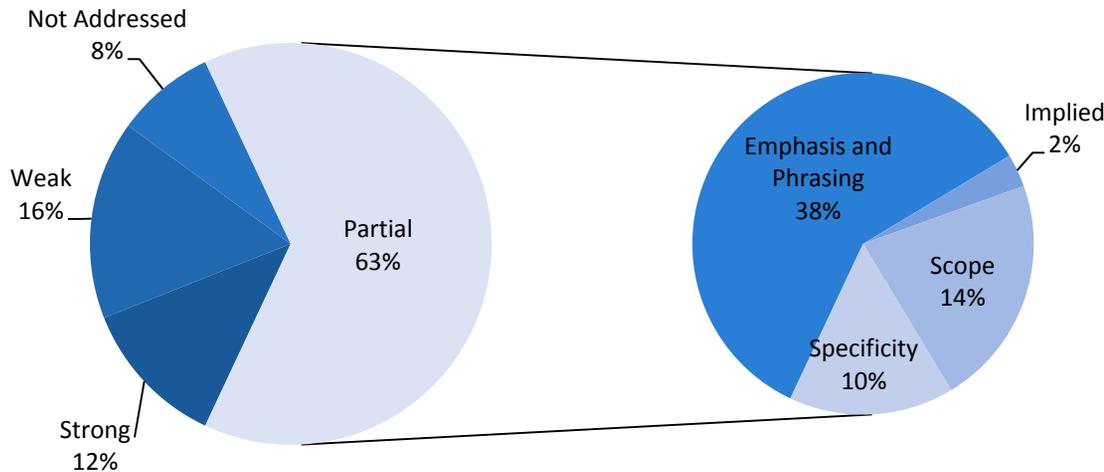
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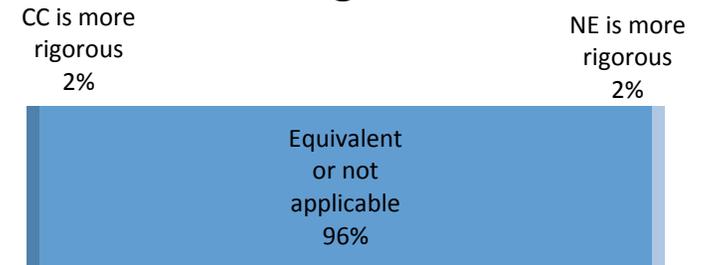
Grade 12: How the Nebraska Standards content is addressed in the Common Core

How well the Nebraska language arts content is addressed in the Common Core English language arts standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. Content alignment characterizes the nature of the content match between the Nebraska and Common Core standards. A Strong match indicates Common Core fully addresses the content of the Nebraska standards. A Partial match is assigned when the Common Core standard either does not offer the same level of Specificity as the Nebraska indicator, does not cover the complete Scope of the Nebraska content, differs importantly in its Emphasis and Phrasing, or provides only an Implied coverage of the content. If more than one of the issues just described characterizes the coverage of a Nebraska indicator by Common Core, the alignment is identified as Weak. Finally, if an indicator in the Nebraska standards could not be aligned to a Common Core standard, it is marked as Not Addressed. The standards were also compared to identify relative Rigor. An indicator or standard was counted more rigorous over the other when higher demands are made of students, either because the same content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.

Summary of Content Alignments



Rigor



Content in the Common Core was compared to the Nebraska standards for the relative demands placed on students. The graph displays the percentage of indicators that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two sets of standards, or could not be rated for rigor, including when content was not addressed by both documents or when differences between the content made rigor comparisons invalid. See discussion above for more information.

A summary of how well the Common Core addressed content found in the Nebraska standards. See above for a discussion about the alignment categories.

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Grade 12 Overview

A few topics in the Nebraska Standards for Language Arts are not also addressed by the Common Core ELA-Literacy Standards. The topics not found in the Common Core are related to oral reading that reflects the author's tone and style, models for writing, and skills related to multiple literacies. A few topics in the Nebraska standards are minimally addressed by the Common Core standards, receiving a weak alignment rating. A few Nebraska indicators are fully addressed in Common Core and were rated strong. For some strong ratings, the Nebraska indicators are more generally stated and subsume several specific standards in the Common Core. A majority of the alignments were rated as partial, and a majority of these partial alignments are due to differences in emphasis and phrasing. For example, the Nebraska standards emphasize adapting writing for different purposes and audiences, while the Common Core emphasizes writing within 3 major text types and stresses argumentation within writing. A similar number of indicators were rated as partially aligned due to differences in specificity as were rated as a partially aligned due to differences in scope. In regards to rigor, there are very few cases in which the Nebraska or Common Core standards are more rigorous, based on the grade that skills are first introduced.

Of the 50 rated indicators in the Nebraska standards for kindergarten, 46 are addressed and 4 are not addressed by the Common Core. Of those addressed, 6 are strong alignments, 32 are partial alignments, and 8 are weak alignments.

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
Grade 12				
LA 12.1 READING: Students will learn and apply reading skills and strategies to comprehend text.				
12.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print				
Concept mastered at a previous grade level				
12.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.				
Concept mastered at a previous grade level				
12.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.				
Concept mastered at a previous grade level				
12.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.				
12.1.4.a	Independently incorporate elements of prosodic reading to interpret text in a variety of situations	Weak	Content is similar, with significant differences in emphasis and phrasing. The topic of reading Fluency ends in the CC at grade 5.	SL.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
12.1.4.b	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	Weak	Content is similar with significant difference in emphasis and phrasing. The topic of reading Fluency ends in the CC at grade 5.	SL.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
12.1.4.c	Recognize and represent writer’s tone and style while reading individually or in groups (e.g., change genre of text to perform orally)	Not addressed		
12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.				
12.1.5.a	Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	L.11–12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content,

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	suffixes to understand complex words, including words in science, mathematics, and social studies		NE content for roots and affixes is in grades 1–12; CC content for roots and affixes is in grades K–8.	L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). choosing flexibly from a range of strategies.
12.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations.	Partial (scope)	NE includes using prior knowledge	L.11–12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
12.1.5.c	Independently apply appropriate strategy to determine meaning of unknown words in text	Strong	NE specifies types of context clues.	L.11–12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.11–12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when

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				considering a word or phrase important to comprehension or expression.
12.1.5.d	Use semantic relationships to evaluate, defend, and make judgments	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RL.11–12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) RI.11–12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). L.11–12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
12.1.5.e	Determine meaning using print and digital reference materials	Strong		L.11–12.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries,

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				thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
12.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.				
12.1.6.a	Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RL.11–12 .6 RL.11–12 .8 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
12.1.6.b	Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RL.11–12 .2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of

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				the text.
				RL.11–12 .3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
				RL.11–12 .4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
				RL.11–12 .6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
12.1.6.c	Analyze the function and critique the effects of the author’s use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone,	Partial (scope)	NE includes foreshadowing and symbolism.	RL.11–12 .4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh,

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	mood, transitional devices)			engaging, or beautiful.
				<p>RL.11–12 .5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11–12 .6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.9–10 .5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>L.9–10. 5.a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.6.5.a Interpret figures of speech (e.g., personification) in context.</p>
			NE content for personification is in grades 7–12; CC content for personification is in grade 6.	

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		CC	NE content for dialect is in grade 12; CC content for dialect is in grade 5.	L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
12.1.6.d	Summarize, analyze, synthesize, and evaluate informational text	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	RI.11–12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. W.11–12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
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)	Partial (specificity)	NE is more specific about types of organizational patterns.	RI.11–12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
12.1.6.f	Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)	Partial (emphasis and phrasing)	NE emphasizes types of text features, while CC emphasizes interpreting information within diverse formats and media.	SL.11–12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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12.1.6.g	Analyze, evaluate, and make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding	Weak		Content is similar, with significant differences in emphasis and phrasing.	<p>RL/RI .11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11–12 .5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
12.1.6.h	Critique the effects of historical, cultural, political, and biographical influences in a variety of genres	Partial (emphasis and phrasing)		NE emphasizes the influence of history, culture, politics, and author biography, while CC emphasizes foundational works in American history.	<p>RL.11–12 .9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI.11–12 .8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The</p>

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				Federalist, presidential addresses). RI.11–12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
12.1.6.i	Use narrative and informational text to develop a national and global multi-cultural perspective	Partial (scope)	NE includes developing a global perspective	RI.11–12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. RI.11–12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
12.1.6.j	Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing,	Partial (scope)	NE NE includes using prior knowledge. NE emphasizes questioning, while CC emphasizes text evidence.	RI/RI.11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well

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	synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers			as inferences drawn from the text, including determining where the text leaves matters uncertain. W.11–12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
12.1.6.k	Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)	Weak	NE includes reading for enjoyment and reading to discover models for own writing. Content is similar, with some differences in emphasis and phrasing. Content for selecting texts that help accomplish a task may be found in the CC literacy standards for technical subjects.	W.11–12.9 Draw evidence form literary or informational texts to support analysis, reflection, and research.
12.1.6.l	Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading	Weak	NE emphasizes building and activating prior knowledge, while CC emphasizes building prior knowledge by comparing texts.	RL.11–12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. RI.11–12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of

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				historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
12.1.6.m	Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	Weak	NE includes self-monitoring. NE emphasizes using reading strategies for comprehension errors, while CC emphasizes using scaffolding as needed to comprehend complex texts for the 11–CCR text complexity band.	<p>RL.11–12 .10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>RL.11–12 .10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>

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12.1.6.n	Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text	Partial (scope)		NE includes making predictions.	RL/RI .11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
12.1.6.o	Respond to text verbally, in writing, or artistically	Partial (scope)		NE includes responding to a text artistically.	W.11–12 .9 SL.11–12 .1 Draw evidence from literary or informational texts to support analysis, reflection, and research. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA 12.2 WRITNG: Students will learn and apply reading skills and strategies to comprehend text.					
12.2.1 Writing Process: Students will use writing to communicate.					
12.2.1.a	Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information	Partial (specificity)		NE is more specific about prewriting.	W.11–12 .5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
12.2.1.b	Generate a draft by: -Constructing clearly worded and effectively placed thesis	Partial (emphasis)		Content is similar, with some	W.11–12 Introduce precise, knowledgeable claim(s), establish the significance

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statements that convey a clear perspective on the subject	and phrasing)		differences in emphasis and phrasing.	.1.a of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
-Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	W.11–12 .1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
				W.11–12 .2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
-Applying standard rules of sentence formation, including parallel structure and subordination	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	L.9–10 .1.a Use parallel structure.
				L.9–10 .1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific

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				meanings and add variety and interest to writing or presentations.	
12.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	Partial (specificity)	NE specifies revising for quality of ideas, organization, sentence fluency, word choice, and voice.	W.11–12 .5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
12.2.1.d	Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing	Partial (implied)	CC implies providing feedback to others because it includes getting feedback from peers.	W.11–12 .5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
12.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	Partial (specificity)	NE is more specific about editing, although CC is more specific about conventions of grammar and usage in the language strand at this grade.	W.11–12 .5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
12.2.1.f	Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.11–12 .2.a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures,

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				tables), and multimedia when useful to aiding comprehension.
				W.11–12 .6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
12.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.				
12.2.2.a	Write in a variety of genres, considering purpose, audience, medium, and available technology	Strong		W.11–12 .4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
				W.11–12 .6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
12.2.2.b	Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay)	Partial (emphasis and phrasing)	NE emphasizes writing in selected genres, while CC emphasizes three major genre categories: writing arguments, writing about information, and writing narratives.	W.11–12 .1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
				W.11–12 .2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,

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				organization, and analysis of content.
				W.11–12 .3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
12.2.2.c	Select and apply an organizational structure appropriate to the task	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.8.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
				W.11–12 .4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
12.2.2.d	Analyze models and examples (own and others’) of various genres in order to create a similar piece	Not addressed		

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LA 12.3 SPEAKING & LISTENING: Students will learn and apply speaking and listening skills and strategies to communicate.				
12.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.				
12.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.11–12.1 Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.11–12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
12.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations	Strong		SL.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
12.3.1.c	Utilize available media to enhance communication	Strong		SL.11–12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add

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				interest.	
12.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.					
12.3.2.a	Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.11–12 .1	Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
				SL.11–12 .2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
12.3.2.b	Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	SL.11–12 .1.d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
				SL.11–2.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance,

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				premises, links among ideas, word choice, points of emphasis, and tone used.
12.3.2.c	Listen to and evaluate the clarity, quality and effectiveness of important points, arguments, and evidence being communicated	Strong		SL.11–2.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
12.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.				
12.3.3.a	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	Partial (scope)	NE includes using a variety of media and formats when collaborating.	SL.11–12 .1 Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
				SL.11–12 .1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
12.3.3.b	Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the	Partial (emphasis and phrasing)	Content is similar, with significant differences in emphasis and phrasing.	SL.11–12 .1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when

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use of words)				possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA 12.4 MULTIPLE LITERACIES: Students will identify, locate, and evaluate information.				
12.4.1 Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).				
12.4.1.a	Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	<p>W.11–12 .7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11–12 .8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

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Nebraska Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards	
12.4.1.b	Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)	Partial (specificity)	NE specifies using citation formats and tools.	W.11–12 .8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
12.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share on-line, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)	Not addressed			
12.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	Not addressed			
12.4.1.e	While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)	Weak	NE emphasizes evaluating bias, commercialism, and hidden agendas in media, while CC emphasizes analyzing information in diverse media and formats.	SL.11–12 .2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among

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				the data.	
12.4.1.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	Weak	Content is similar, with significant differences in emphasis and phrasing.	SL.11–12 .2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
12.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog)	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	W.11–12 .6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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