



# NEBRASKA DEPARTMENT OF EDUCATION

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## **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

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*Comparison of the Common Core State Standards for the English Language Arts  
to the Nebraska Language Arts Standards,  
Grades K–12*

June 2013

**McREL**

## 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](http://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](mailto:info@mcrel.org).



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# Language Arts Alignment Study

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## Document Overview

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

The analysis used two categories of criteria to compare the Common Core and Nebraska 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.

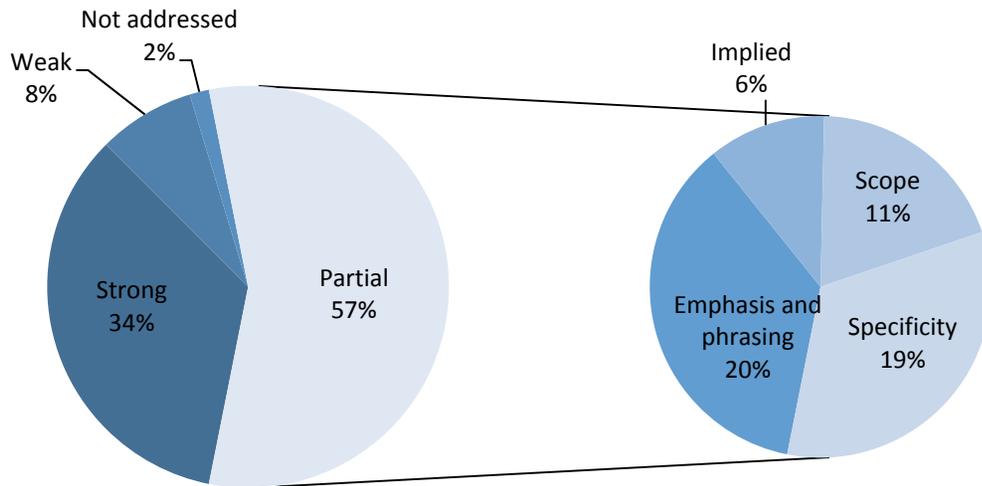
This comparison is the product of a careful review of both documents by content experts who have published guides on the Common Core. As with any such work, individuals may differ in their interpretation of content and some disagreement concerning specific matches and ratings are inevitable. The content 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.

# Language Arts Alignment Study

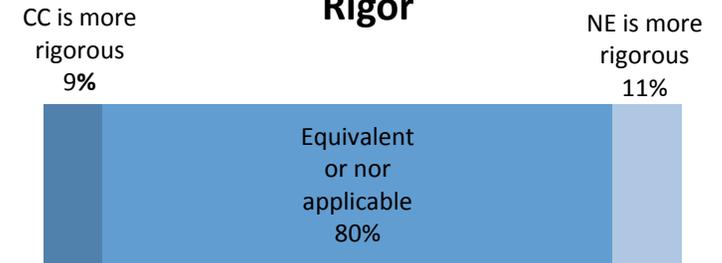
## Kindergarten: How Common Core content is addressed in the Nebraska Standards

How well Nebraska language arts content is addressed in the Common Core 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 Common Core and Nebraska standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska indicator. A *Partial* match is assigned when the Common Core content either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska indicator, 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 Nebraska content by Common Core, the alignment is identified as *Weak*. Finally, if the content in Nebraska is not found in the Common Core, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. A indicator was counted more rigorous over the other when higher demands are made of students, either because mastery of 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 documents was compared for the relative demands placed on students. The graph displays the percentage of indicators or standards that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two 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 Nebraska standards addressed content found in the Common Core. See above for a discussion about the alignment categories.

# Language Arts Alignment Study

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## Kindergarten Overview

Only one topic in the Common Core ELA-Literacy Standards is not also addressed by the Nebraska Standards for Language Arts. The topic not found in the Nebraska standards relates to knowing that words are separated by spaces in print. Very few topics in the Common Core are minimally addressed in the Nebraska standards, receiving a weak alignment rating. In most cases, weak alignments are due to significant differences in emphasis in the descriptions of reading and writing strategies. Some Common Core standards are fully addressed in Nebraska and were rated strong. The majority of strong alignments are related to reading skills. Most of the partial alignments are due to differences in specificity or emphasis and phrasing. Nebraska emphasizes the writing process and making connections to personal experiences when reading, while the Common Core emphasizes the qualities of written products and comparing texts. In other cases, the Common Core standard is more specific than the Nebraska indicator, and so it was unclear whether students must address the same details as specified in the Common Core. For example, the Common Core standards are more specific about the particular grammar skills students must acquire and for what purposes they should write. In regards to rigor, the Common Core standards were found to require a few expectations at an earlier grade level than the Nebraska standards; however, the Nebraska standards were found to be more rigorous in a nearly equal number of instances because the Nebraska standards don't specify that students receive prompting and support to accomplish the described skills, while the Common Core does.

Of the 64 rated standards in the Common Core for kindergarten, 63 are addressed and only 1 is not addressed by the Nebraska Standards. Of those addressed, 22 are strong alignments, 36 are partial alignments, and 5 are weak alignments.

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards		
<b>Kindergarten</b>						
<b>Reading Standards for Literature (RL)</b>						
<b>Key Ideas and Details</b>						
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	Strong	NE	CC is less difficult because students are provided promoting and support.	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
RL.K.2	With prompting and support, retell familiar stories, including key details.	Strong	NE	CC is less difficult because students are provided promoting and support.	0.1.6.c	Retell information from narrative text including characters, setting, and events
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	Strong	NE	CC is less difficult because students are provided promoting and support.	0.1.6.b	Identify elements of the story including setting, character, and events
<b>Craft and Structure</b>						
RL.K.4	Ask and answer questions about unknown words in a text.	Weak		Content is similar with significant difference in emphasis and phrasing.	0.1.5.e	Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)
					0.1.5.c	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	Strong			0.1.6.g	Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g.,

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

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					fairy tales, nursery rhymes, picture books, how-to-books)
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.	Partial (scope)	CC includes naming specific authors and illustrators and their particular roles.	0.1.6.a	Explain that the author and illustrator create books
<b>Integration of Knowledge and Ideas</b>					
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).	Weak	Content is similar, with significant differences in emphasis.	0.1.6.l	Make predictions about a text using prior knowledge, pictures, and titles
RL.K.8	(Not applicable to literature)				
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Partial (specificity)	NE	CC specifies making text to text connections by comparing the experiences of characters. CC is less difficult because students are provided promoting and support.	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
<b>Range of Reading and Level of Text Complexity</b>					
RL.K.10	Actively engage in group reading activities with purpose and understanding.	Partial (emphasis and phrasing)	CC emphasizes group reading activities and understanding, while NE emphasizes reading for different purposes.	0.1.6.j	Identify different purposes for reading (e.g., information, pleasure)
				0.1.4.c	Read familiar text with others, maintaining an appropriate pace

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

## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
<b>Reading Standards for Informational Text (RI)</b>						
<b>Key Ideas and Details</b>						
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	Strong	NE	CC is less difficult because students are provided promoting and support.	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
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	Partial (scope)		CC includes key details.	0.1.6.e	Retell main ideas from informational text
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Partial (emphasis and phrasing)		CC emphasizes connections within a single text, while NE emphasizes text-to-self, text-to-text, and text-to-world connections.	0.1.6.h	Make connections between characters or events in narrative and informational text, to own life or other cultures
					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
<b>Craft and Structure</b>						
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	Weak		Content is similar with significant difference in emphasis and phrasing.	0.1.5.e	Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)
					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

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
					meaning of unknown words
RI.K.5	Identify the front cover, back cover, and title page of a book.	Strong			0.1.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator)
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.	Partial (scope)		CC includes naming specific authors and illustrators and their particular roles.	0.1.6.a Explain that the author and illustrator create books
<b>Integration of Knowledge and Ideas</b>					
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).	Weak		Content is similar, with significant differences in emphasis.	0.1.6.l Make predictions about a text using prior knowledge, pictures, and titles
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	Partial (emphasis and phrasing)	CC	Content is similar, with some differences in emphasis and phrasing. CC content for identifying supporting reasons begins in kindergarten; NE content for understanding supporting detail begins in grade 3.	3.1.6.e Retell and summarize the main idea from informational text using supporting details  0.1.6.e Retell main ideas from informational text
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).	Partial (emphasis and phrasing)		CC emphasizes comparing texts on the same topic, while NE emphasizes using prior knowledge to make connections across texts.	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

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Range of Reading and Level of Text Complexity</b>				
RI.K.10	Actively engage in group reading activities with purpose and understanding.	Partial (emphasis and phrasing)	CC emphasizes group reading activities and understanding, while NE emphasizes reading for different purposes.	0.1.6.j Identify different purposes for reading (e.g., information, pleasure)
<b>Reading Standards: Foundational Skills (RF)</b>				
<b>Print Concepts</b>				
RF.K.1	Demonstrate understanding of the organization and basic features of print.			
	a. Follow words from left to right, top to bottom, and page by page.	Strong		0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom
	b. Recognize that spoken words are represented in written language by specific sequences of letters.	Partial (emphasis)	CC emphasizes the sequence of letters, while NE emphasizes the composition of words.	0.1.1.d Demonstrate understanding that words are made up of letters
	c. Understand that words are separated by spaces in print.	Not addressed		
	d. Recognize and name all upper- and lowercase letters of the alphabet.	Strong		0.1.3.a Identify upper and lower case letters

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Phonological Awareness</b>				
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
a. Recognize and produce rhyming words.	Strong			0.1.2.b Identify and produce oral rhymes
b. Count, pronounce, blend, and segment syllables in spoken words.	Partial (scope)		CC includes counting syllables.	0.1.2.c Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday)
c. Blend and segment onsets and rimes of single-syllable spoken words.	Strong			0.1.2.d Blend spoken onsets and rimes to form simple words (e.g., v-an, gr-ab)  0.1.2.e Segment onsets and rimes orally (e.g., v-an, gr-ab)
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	Strong			0.1.2.f Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)  0.1.2.g Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Strong	CC	CC content is in kindergarten; NE content is in grade 1.	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)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Phonics and Word Recognition</b>				
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	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.	Strong		0.1.3.b Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)
	b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Partial (scope)	CC includes long vowel sounds.	0.1.3.b Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)
	c. Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	Strong		0.1.3.c Read at least 25 basic high frequency words from a commonly used list
	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Strong		0.1.3.f Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written
<b>Fluency</b>				
RF.K.4	Read emergent-reader texts with purpose and understanding.	Partial (emphasis and phrasing)	Content is similar with some differences in emphasis and phrasing.	0.1.1.b Explain that the purpose of print is to carry information (e.g., environmental print, names)
				0.1.4.a Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)
				0.1.4.b Imitate repeating language patterns during reading (e.g., modeled

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
				reading, choral reading)	
<b>Writing Standards (W)</b>					
<b>Text Types and Purposes</b>					
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> ).	Partial (specificity)	CC specifies writing for the purpose of conveying an opinion.	0.1.6.m	Respond to text verbally, in writing, or artistically
				0.2.1.a	Demonstrate that writing communicates thoughts and ideas
				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
				0.2.2.a	Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)
				0.2.2.b	Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)
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.	Partial (specificity)	CC specifies writing for the purpose of conveying information.	0.2.1.a	Demonstrate that writing communicates thoughts and ideas
				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

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Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					0.2.1.d	Revise writing by adding details
					0.2.2.a	Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)
					0.2.2.b	Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)
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.	Partial (specificity)		CC specifies writing for the purpose of narrating an event.	0.2.1.a	Demonstrate that writing communicates thoughts and ideas
					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
					0.2.1.d	Revise writing by adding details
					0.2.2.a	Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)
					0.2.2.b	Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)
<b>Production and Distribution of Writing</b>						
W.K.4	(Begins in grade 3)					

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Partial (emphasis and phrasing)		CC emphasizes responding to feedback from others, while NE emphasizes the writing process.	0.2.1.d	Revise writing by adding details
					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)
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Partial (scope)		CC includes using digital writing tools.	0.2.1.f	Publish a legible document (e.g., handwritten)
					0.3.3.c	Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)
<b>Research to Build and Present Knowledge</b>						
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).	Partial (emphasis and phrasing)		Content is similar, with some difference in emphasis and phrasing.	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)
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Strong	NE	CC is less difficult because students are provided guidance and support.	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
					0.4.1.a	Identify resources to find information (e.g., print, electronic)
W.K.9	(Begins in grade 4)					

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# Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Range of Writing</b>				
W.K.10 (Begins in grade 3)				
<b>Speaking and Listening Standards (SL)</b>				
<b>Comprehension and Collaboration</b>				
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.			
	a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Strong		0.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)
				0.3.3.b Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)
	b. Continue a conversation through multiple exchanges.	Partial (specificity)	CC specifies a continuing conversation. .	0.3.1.a Communicate ideas orally in daily classroom activities and routines
				0.3.3.b Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering	Partial (emphasis and phrasing)	Content is similar with some differences in emphasis and phrasing.	0.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards		
	questions about key details and requesting clarification if something is not understood.				teacher presentation)	
				0.3.2.c	Listen and retell main ideas of information	
		CC	CC content is in kindergarten; NE content is in grade 1.	1.3.2.d	Listen to and ask questions about thoughts, ideas, and information being communicated	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Partial (emphasis and phrasing)	CC	Content is similar with some differences in emphasis and phrasing. CC content is in kindergarten; NE content is in grade 1.	1.3.2.d	Listen to and ask questions about thoughts, ideas, and information being communicated
<b>Presentation of Knowledge and Ideas</b>						
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Partial (specificity)		CC specifies students using description and detail in their oral communication.	0.3.1.a	Communicate ideas orally in daily classroom activities and routines
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Strong	CC	CC content for visual displays to support speaking is in grade 1; NE content is in grade 3.	3.3.1.c	Utilize available media to enhance communication (e.g., poster, overhead)
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	Partial (specificity)		CC specifies that students speak audibly and clearly.	0.3.1.a	Communicate ideas orally in daily classroom activities and routines
<b>Language Standards (L)</b>						
<b>Conventions of Standard English</b>						
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing					

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

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
or speaking.					
a. Print many upper- and lowercase letters.	Strong	NE	NE is more difficult because students are expected to print all letters, while the CC expects students to print many.	0.2.1.g	Print all uppercase and lowercase letters, attending to the form of the letters
b. Use frequently occurring nouns and verbs.	Partial (implied)		NE implies that students use frequently occurring nouns and verbs.	0.3.1.a	Communicate ideas orally in daily classroom activities and routines
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	Partial (specificity)		CC specifies the spelling of regular plural nouns.	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)
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	Partial (implied)		NE implies content related to using question words.	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)
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	Partial (implied)		NE implies that students use frequently occurring prepositions.	0.3.1.a	Communicate ideas orally in daily classroom activities and routines
f. Produce and expand complete sentences in shared language activities.	Partial (scope)		CC includes complete sentences in written or oral contexts. NE content is in grade 1 but is more difficult.	1.2.1.c	Generate a draft by: -Composing complete sentences of varying length and complexity (e.g., dictation, labeling, simple sentences)
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and				

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
spelling when writing.					
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	Partial (specificity)	CC	CC specifies the convention rules of capitalizing the first word in a sentence and the pronoun <i>I</i> . CC content for capitalization begins in kindergarten; NE content for capitalization begins in grade 1.	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.)
				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)
b. Recognize and name end punctuation.	Strong			0.1.1.g	Identify punctuation (e.g., period, exclamation mark, question mark)
				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)
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Partial (specificity)		CC specifies writing consonant and short vowel sounds.	0.1.3.d	Use phonetic knowledge to write (e.g., approximated spelling)
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Strong			0.1.3.d	Use phonetic knowledge to write (e.g., approximated spelling)

### Knowledge of Language

L.K.3 (Begins in grade 2)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Vocabulary Acquisition and Use</b>				
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.			
	a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	0.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations
	b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.	Partial (specificity)	CC specifies frequently occurring affixes.	0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.			
	a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Strong		0.1.5.d Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)
	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Partial (specificity)	CC specifies frequently occurring verbs and adjectives. CC content is in kindergarten; NE content is in grade 1.	1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)
	c. Identify real-life connections between words and their use (e.g., note places at school that are	Partial (emphasis and phrasing)	CC emphasizes real-life connections; NE emphasizes prior knowledge and new situations.	0.1.5.b Relate new grade level vocabulary to prior knowledge and use in new

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					situations
	d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.	Weak	CC emphasizes understanding shades of meaning among related words, while NE emphasizes the relationship among synonyms and the ways that authors use words.	1.1.5.d  0.1.6.d	Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)  Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Partial (implied)	NE implies that students acquire new vocabulary in a variety of ways.	0.1.5.b  0.1.5.e  0.1.6.m	Relate new grade level vocabulary to prior knowledge and use in new situations  Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)  Respond to text verbally, in writing, or artistically

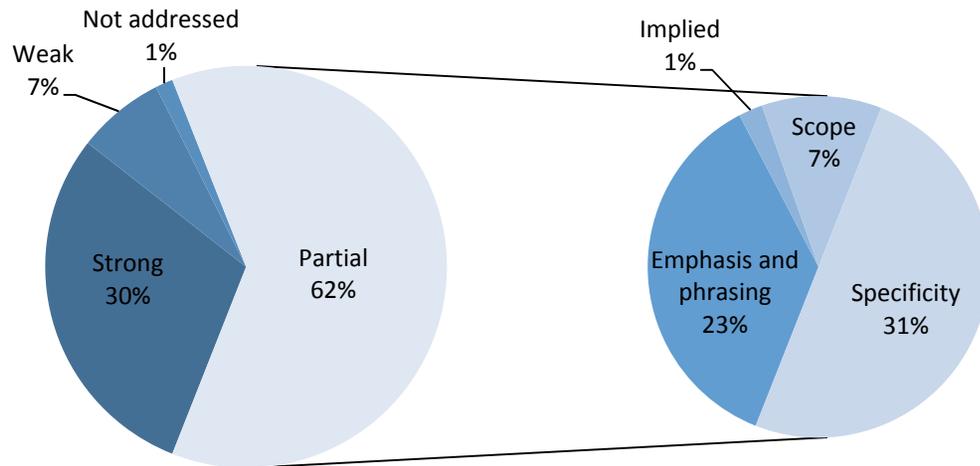
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# Language Arts Alignment Study

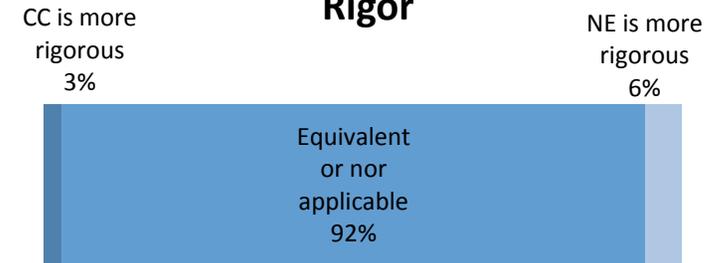
## Grade I: How Common Core content is addressed in the Nebraska Standards

How well Nebraska language arts content is addressed in the Common Core 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 Common Core and Nebraska standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska indicator. A *Partial* match is assigned when the Common Core content either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska indicator, 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 Nebraska content by Common Core, the alignment is identified as *Weak*. Finally, if the content in Nebraska is not found in the Common Core, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. A indicator was counted more rigorous over the other when higher demands are made of students, either because mastery of 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 documents was compared for the relative demands placed on students. The graph displays the percentage of indicators or standards that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two 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 Nebraska standards addressed content found in the Common Core. See above for a discussion about the alignment categories.

# Language Arts Alignment Study

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## Grade I Overview

Only one topic in the Common Core ELA-Literacy Standards is not also addressed by the Nebraska Standards for Language Arts. The topic not found in the Nebraska standards relates to reading grade-appropriate irregularly spelled words. Very few topics in the Common Core are minimally addressed in the Nebraska standards, receiving a weak alignment rating. In most cases, weak alignments are due to significant differences in emphasis in the descriptions of reading and writing strategies. Some Common Core standards are fully addressed in Nebraska and were rated strong. Strong alignments were found in both the reading and writing strands. Most of the partial alignments are due to differences in specificity or emphasis and phrasing. Nebraska emphasizes the writing process and making connections to personal experiences when reading, while the Common Core emphasizes text comparisons and the qualities of written products. In other cases, the Common Core standard is more specific than the Nebraska indicator, and so it was unclear whether students must address the same details as specified in the Common Core. For example, the Common Core standards are more specific about the particular grammar skills students must acquire and for what purposes they should write. In regards to rigor, the Common Core standards were found to require very few expectations at an earlier grade level than the Nebraska standards, and the Nebraska standards were found to be more rigorous in slightly more instances due to differences in the grade that skills are first introduced and because the Nebraska standards don't specify that students receive prompting and support to accomplish the described skills, while the Common Core does.

Of the 70 rated standards in the Common Core for grade 1, 69 are addressed and only 1 is not addressed by the Nebraska Standards. Of those addressed, 20 are strong alignments, 44 are partial alignments, and 5 are weak alignments.

# Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Grade I</b>				
<b>Reading Standards for Literature (RL)</b>				
<b>Key Ideas and Details</b>				
RL.1.1	Ask and answer questions about key details in a text.	Strong		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
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Partial (scope)	CC includes understanding the central message or lesson.	1.1.6.c Retell information from narrative text including characters, setting, and events
RL.1.3	Describe characters, settings, and major events in a story, using key details.	Strong		1.1.6.b Identify elements of narrative text (e.g., characters, setting, events)  1.1.6.c Retell information from narrative text including characters, setting, and events
<b>Craft and Structure</b>				
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Partial (emphasis and phrasing)	Content is similar, with some difference in emphasis and phrasing.	1.1.6.d Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)
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.	Partial (emphasis and phrasing)	Content is similar, with some difference in emphasis and phrasing.	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)

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
RL.1.6	Identify who is telling the story at various points in a text.	Weak		CC emphasizes identifying the narrator; NE emphasizes understanding point of view. CC is in grade 1; NE content is in grade 3. Significant content difference makes comparison for rigor not meaningful.	3.1.6.b	Identify elements of narrative text (e.g., characters, setting, plot, point of view)
<b>Integration of Knowledge and Ideas</b>						
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	Weak		Content is similar, with significant differences in emphasis.	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)
RL.1.8	(Not applicable to literature)					
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	Partial (emphasis and phrasing)		CC emphasizes comparing characters, while NE emphasizes making connections.	1.1.6.i	Make connections between characters or events in narrative and informational text, to own life or other cultures
					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
<b>Range of Reading and Level of Text Complexity</b>						
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Partial (emphasis and phrasing)		Alignment is made to an organizing level in the NE standards. Content is similar, with some differences in emphasis and phrasing.	1.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Reading Standards for Informational Text (RI)</b>				
<b>Key Ideas and Details</b>				
RI.1.1	Ask and answer questions about key details in a text.	Strong		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
RI.1.2	Identify the main topic and retell key details of a text.	Partial (scope)	CC includes key details.	1.1.6.e Retell main ideas from informational text
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Partial (emphasis and phrasing)	CC emphasizes connections between information in a text, while NE emphasizes connections to own life and cultures.	1.1.6.i Make connections between characters or events in narrative and informational text, to own life or other cultures
<b>Craft and Structure</b>				
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Partial (emphasis and phrasing)	Content is similar, with some difference in emphasis and phrasing.	1.1.6.d Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)  1.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer (s), teacher)
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.	Partial (scope)	CC includes using text features. CC content for glossaries begins in grade 1; NE content for glossaries begins in grade 2. Rigor not rated because content is found in an example.	2.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary).

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards		
				1.1.1.e	Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents)	
				1.1.6.g	Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)	
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Partial (emphasis and phrasing)	Content is similar, with some difference in emphasis and phrasing.	1.1.6.a	Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)	
				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)	
<b>Integration of Knowledge and Ideas</b>						
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	Weak	Content is similar, with significant differences in emphasis.	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)	
RI.1.8	Identify the reasons an author gives to support points in a text.	Partial (emphasis and phrasing)	CC	Content is similar, with some differences in emphasis and phrasing. CC content for identifying supporting reasons begins in kindergarten; NE content for understanding supporting detail begins in grade 3.	3.1.6.e 1.1.6.e	Retell and summarize the main idea from informational text using supporting details Retell main ideas from informational text
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or	Partial (specificity)		CC specifies making text-to-text connections between texts on the same topic.	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

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# Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
procedures).				after reading
<b>Range of Reading and Level of Text Complexity</b>				
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. Content is similar, with some differences in emphasis and phrasing.	0.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
<b>Reading Standards: Foundational Skills (RF)</b>				
<b>Print Concepts</b>				
RF.1.1	Demonstrate understanding of the organization and basic features of print.			
	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	1.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)  1.1.1.g Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)
<b>Phonological Awareness</b>				
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
	a. Distinguish long from short vowel sounds in spoken single-syllable words.	Partial (specificity)	CC specifies distinguishing vowel sounds.	1.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				consonants, consonant blends, long and short vowels, digraphs)
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Strong			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)  1.1.2.c Blend and segment syllable sounds in spoken words  1.1.3.e Blend sounds to read words
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Partial (specificity)		CC specifies isolating and pronouncing medial vowel sounds.	1.1.2.c Blend and segment syllable sounds in spoken words  1.1.2.d Blend and segment onset and rime orally (e.g., v-an, gr-ab)
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Strong			1.1.2.e Manipulate phonemes orally (e.g., blend, segment)
<b>Phonics and Word Recognition</b>				
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.				
a. Know the spelling-sound correspondences for common consonant digraphs.	Strong			1.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter consonants, consonant blends,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				long and short vowels, digraphs)
b. Decode regularly spelled one-syllable words.	Strong			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)
				1.1.3.d Spell single syllable phonetically regular words
c. Know final -e and common vowel team conventions for representing long vowel sounds.	Strong			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)
				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)
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Weak		Content is similar, with some difference in emphasis and phrasing. CC specifies using knowledge about vowels to count syllables.	1.1.2.c Blend and segment syllable sounds in spoken words
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	Partial (implied)		NE implies decoding two-syllable words.	1.1.3.g Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
				1.1.3.h	Monitor the accuracy of decoding
f. Read words with inflectional endings.	Strong			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)
g. Recognize and read grade-appropriate irregularly spelled words.	Not addressed				
<b>Fluency</b>					
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.				
a. Read on-level text with purpose and understanding.	Partial (emphasis and phrasing)		Content is similar, with some difference in emphasis and phrasing.	1.1.4.a	Read in meaningful phrases that sound like natural language to support comprehension
				1.1.6.k	Identify and explain purpose for reading (e.g., information, pleasure)
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Partial (emphasis and phrasing)		Content is similar, with some difference in emphasis and phrasing.	1.1.4.d	Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)
				1.1.4.e	Read along with others and independently practice keeping an appropriate pace for a text

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Strong			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
					1.1.6.m	Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning
Writing Standards (W)						
Text Types and Purposes						
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.	Partial (specificity)		CC specifies writing for the purpose of conveying an opinion and including an introductory statement, reasons, and a sense of closure.	1.1.6.o	Respond to text verbally, in writing, or artistically
					1.2.1.a	Demonstrate that writing communicates thoughts and ideas
					1.2.1.c	Generate a draft by:  -Selecting and organizing ideas relevant to topic, purpose, and genre
					1.2.2.a	Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)
W.1.2	Write informative/explanatory texts in which they name a topic,	Partial (specificity)		CC specifies including facts and a sense of closure.	1.2.1.a	Demonstrate that writing communicates thoughts and ideas

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
				1.2.1.c	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre
				1.2.2.a	Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)
				1.2.2.c	Write books and short pieces of writing that tell a story and/or provide information to readers about a topic
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.	Partial (specificity)	CC specifies writing a narrative that uses temporal words.	1.2.1.c	Generate a draft by:  -Selecting and organizing ideas relevant to topic, purpose, and genre
				1.2.2.a	Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)
				1.2.2.c	Write books and short pieces of writing that tell a story and/or provide information to readers about a topic
				1.2.2.d	Write stories with a beginning, middle, and end
<b>Production and Distribution of Writing</b>					
W.1.4	(Begins in grade 3)				

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
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.	Strong	NE	CC is less difficult because students are provided guidance and support.	1.2.1.d	Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
					1.2.1.e	Provide feedback to other writers
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.	Partial (specificity)		CC specifies using digital writing tools.	1.2.1.b	Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools)
					1.2.1.g	Publish a legible document (e.g., handwritten)
					1.3.3.c	Participate in learning situations (e.g. small groups, show and share, cooperative problem solving, play)
<b>Research to Build and Present Knowledge</b>						
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).	Partial (emphasis and phrasing)		Content is similar, with some difference in emphasis and phrasing.	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)
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Strong	NE	CC is less difficult because students are provided guidance and support.	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
					1.4.1.a	Identify resources to find

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# Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
W.1.9 (Begins in grade 4)				information (e.g., print, electronic)
<b>Range of Writing</b>				
W.1.10 (Begins in grade 3)				
<b>Speaking and Listening Standards (SL)</b>				
<b>Comprehension and Collaboration</b>				
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.			
	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).	Strong		1.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)
				1.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)
	b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Partial (emphasis and phrasing)	Content is similar, with some differences in phrasing	1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)
	c. Ask questions to clear up any confusion about the topics and	Partial (specificity)	CC specifies asking clarifying questions during conversations.	1.3.2.d Listen to and ask questions about thoughts, ideas, and information

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

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				being communicated
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Strong		1.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated  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)
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.	Strong		1.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated
<b>Presentation of Knowledge and Ideas</b>				
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Partial (specificity)	CC specifies describing people, places, things, and events.	1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)  1.3.1.b Communicate orally in daily classroom activities and routines
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Strong	CC	CC content for visual displays to support speaking is in grade 1; NE content is in grade 3.  3.3.1.c Utilize available media to enhance communication (e.g., poster, overhead)
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1	Partial (specificity)	CC specifies complete sentences when appropriate to context.	1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
and 3 for specific expectations.)				word choice, sequence, relevance)
<b>Language Standards (L)</b>				
<b>Conventions of Standard English</b>				
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Print all upper- and lowercase letters.	Strong	NE	CC content is in grade 1; NE content is in kindergarten.	0.2.1.g Print all uppercase and lowercase letters, attending to the form of the letters
b. Use common, proper, and possessive nouns.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	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).  1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)” so that it isn’t a scope issue?
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	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).

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)” so that it isn’t a scope issue?
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i> ).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	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).  1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)” so that it isn’t a scope issue?
e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	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).  1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)” so that it isn’t a scope issue?
f. Use frequently occurring adjectives.	Partial (specificity)		CC is more specific about conventions of grammar and usage in	1.2.1.f Edit writing for format and conventions (e.g., correct spelling of frequently used words,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
			speaking and writing.	capitalization, grammar, basic punctuation such as exclamation mark).  1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)” so that it isn’t a scope issue?
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	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).  1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)” so that it isn’t a scope issue?
h. Use determiners (e.g., articles, demonstratives).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	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).  1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)”

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				so that it isn't a scope issue?
i. Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i> ).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	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).  1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)" so that it isn't a scope issue?
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Partial (emphasis and phrasing)		Content is similar, with some difference in emphasis and phrasing.	1.2.1.c Generate a draft by: -Composing complete sentences of varying length and complexity (e.g., dictation, labeling, simple sentences)  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).  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)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
a. Capitalize dates and names of people.	Partial (specificity)		CC specifies conventions of capitalization.	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).
b. Use end punctuation for sentences.	Partial (emphasis and phrasing)		CC emphasizes using end punctuation; NE emphasizes editing writing for end punctuation.	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).
		NE	CC content for identifying end punctuation begins in kindergarten, but students do not use it until grade 1; NE content for editing end punctuation begins in kindergarten.	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)
c. Use commas in dates and to separate single words in a series.	Partial (specificity)		CC specifies conventions of punctuation.	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).
d. Use conventional spelling for words with common spelling patterns and for frequently	Partial (scope)		CC includes spelling frequently occurring irregular words.	1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
occurring irregular words.				<p>associations, endings [-s, -ing, -ed], consonant blends)</p> <p>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).</p>
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Partial (specificity)		CC specifies spelling untaught words.	<p>1.1.3.d Spell single syllable phonetically regular words</p> <p>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).</p>
<b>Knowledge of Language</b>				
L.1.3 (Begins in grade 2)				
<b>Vocabulary Acquisition and Use</b>				
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.				
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Strong			1.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words
b. Use frequently occurring affixes as a clue to the meaning of a word.	Partial (emphasis and phrasing)			1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)
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> ).	Strong			1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.				
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Strong			1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	Partial (scope)		CC includes defining words by one or more key attributes in addition to a category.	1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)
c. Identify real-life connections between words and their use (e.g.,	Strong			1.1.5.b Relate new grade level vocabulary to prior knowledge and use in new

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				note places at home that are <i>cozy</i> ). situations
				d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.
	Weak		CC specifies the kind of synonyms that students should study. CC emphasizes shades of meaning, while weakly related NE emphasizes semantic relationships.	2.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)  1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)
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> ).	Partial (specificity)	NE specifies how new vocabulary is acquired and using conjunctions that signal simple relationships.	1.1.4.b Use a core of high-frequency words and phrases  1.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations  1.1.6.o Respond to text verbally, in writing, or artistically

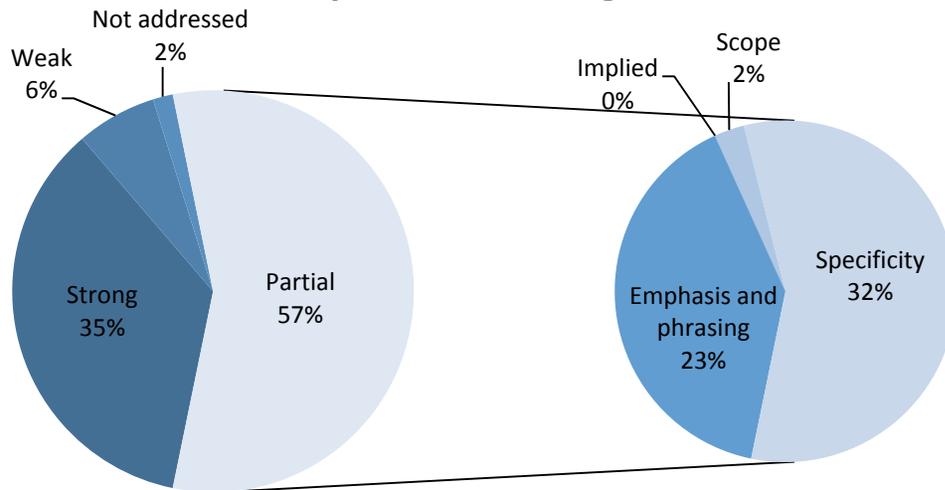
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# Language Arts Alignment Study

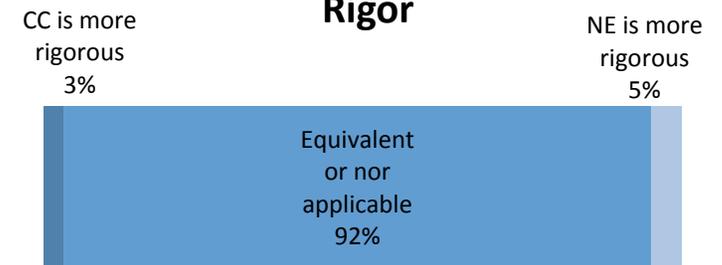
## Grade 2: How Common Core content is addressed in the Nebraska Standards

How well Nebraska language arts content is addressed in the Common Core 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 Common Core and Nebraska standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska indicator. A *Partial* match is assigned when the Common Core content either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska indicator, 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 Nebraska content by Common Core, the alignment is identified as *Weak*. Finally, if the content in Nebraska is not found in the Common Core, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. A indicator was counted more rigorous over the other when higher demands are made of students, either because mastery of 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 documents was compared for the relative demands placed on students. The graph displays the percentage of indicators or standards that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two 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 Nebraska standards addressed content found in the Common Core. See above for a discussion about the alignment categories.

# Language Arts Alignment Study

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## Grade 2 Overview

Only one topic in the Common Core ELA-Literacy Standards is not also addressed by the Nebraska Standards for Language Arts. The topic not found in the Nebraska standards relates to reading grade-appropriate irregularly spelled words. Very few topics in the Common Core are minimally addressed in the Nebraska standards, receiving a weak alignment rating. In most cases, weak alignments are due to significant differences in emphasis in the descriptions of reading and writing strategies. Some Common Core standards are fully addressed in Nebraska and were rated strong. Strong alignments were found primarily in the reading and writing strands, with many also found in the language strand related to vocabulary. Most of the partial alignments are due to differences in specificity or emphasis and phrasing. Nebraska emphasizes the writing process and reading strategies, while the Common Core emphasizes the qualities of written products and comparing complex texts. In other cases, the Common Core standard is more specific than the Nebraska indicator, and so it was unclear whether students must address the same details as specified in the Common Core. For example, the Common Core standards are more specific about the particular grammar skills students must acquire and for what purposes they should write. In regards to rigor, the Common Core standards were found to require very few expectations at an earlier grade level than the Nebraska standards, and the Nebraska standards were found to be more rigorous in slightly more instances due to differences in the grade level that skills are first introduced and because the Nebraska standards don't specify that students receive prompting and support to accomplish a few described skills, while the Common Core does.

Of the 63 rated standards in the Common Core for grade 2, 62 are addressed and only 1 is not addressed by the Nebraska Standards. Of those addressed, 22 are strong alignments, 36 are partial alignments, and 4 are weak alignments.

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Grade 2</b>				
<b>Reading Standards for Literature (RL)</b>				
<b>Key Ideas and Details</b>				
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Strong		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
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Partial (scope)	CC includes understanding the central message, lesson, or moral. Central message is similar to a theme, which is first referenced in NE at grade 4 (4.1.6.b).	2.1.6.c Retell information from narrative text including characters, setting, and plot  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)
RL.2.3	Describe how characters in a story respond to major events and challenges.	Partial (emphasis and phrasing)	CC emphasizes connections between characters and story events, while NE emphasizes connections between characters or events and student's own life or culture.	2.1.6.c Retell information from narrative text including characters, setting, and plot  2.1.6.i Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Craft and Structure</b>				
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.	Strong		2.1.6.d Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)
			CC content for understanding ways authors achieve rhythm is in grade 2; NE content for understanding ways authors create rhythm begins in grade 1. Rigor not rated because content is found in an example.	1.1.6.d Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Weak	CC emphasizes plot structure, while NE emphasizes retelling plot and making connections to story events.	2.1.6.c Retell information from narrative text including characters, setting, and plot
				2.1.6.i Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures
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.	Partial (specificity)	CC	CC specifies differences in point of view and speaking in a different voices when reading dialogue. CC is in grade 2; NE content is in grade 3.
<b>Integration of Knowledge and Ideas</b>				
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Partial (emphasis and phrasing)		2.1.6.b Identify elements of narrative text (e.g., characters, setting, plot)
			Content is similar, with some differences in emphasis and phrasing.	2.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				maps, charts, illustrations, titles, bold print, captions)
				2.1.6.n Make and confirm/modify predictions before, during, and after reading(e.g., illustrations, personal experience, events, character traits)
RL.2.8	(Not applicable to literature)			
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.	Partial (specificity)	CC specifies making text-to-text connections between versions of the same story.	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
<b>Range of Reading and Level of Text Complexity</b>				
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending stories and poetry for grades 2–3 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	2.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
<b>Reading Standards for Informational Text (RI)</b>				
<b>Key Ideas and Details</b>				
RI.2.1	Ask and answer such questions as who, what, where, when, why, and	Strong		2.1.6.j Generate and/or answer literal, inferential, and critical questions,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
	how to demonstrate understanding of key details in a text.				supporting answers using prior knowledge and literal and inferential information from the text
			CC content is in grades 1 and 2; NE content is in grades 1 and 2.	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
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Partial (emphasis and phrasing)	CC emphasizes identifying the main idea of specific paragraphs, while NE emphasizes knowing the organizational pattern created by the paragraphs.	2.1.6.e	Retell and summarize the main idea from informational text
				2.1.6.f	Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Partial (emphasis and phrasing)	CC emphasizes connections between events, ideas, concepts, or steps in a text, while NE emphasizes connections to own life and cultures.	2.1.6.i	Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures
<b>Craft and Structure</b>					
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Partial (emphasis and phrasing)	Content is similar, with some difference in emphasis and phrasing.	2.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations
				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

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
					unknown words
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.	Strong			2.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Strong			2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension
<b>Integration of Knowledge and Ideas</b>					
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Partial (emphasis and phrasing)		CC emphasizes how images contribute to a text, while NE emphasizes using illustrations to gain meaning.	2.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)
RI.2.8	Describe how reasons support specific points the author makes in a text.	Partial (emphasis and phrasing)	CC	Content is similar, with some differences in emphasis and phrasing. CC content for identifying supporting reasons begins in kindergarten; NE content for understanding supporting detail begins in grade 3.	3.1.6.e Retell and summarize the main idea from informational text using supporting details  2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	Partial (specificity)		CC specifies making text-to-text connections between versions of the same story.	2.1.6.1 Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				after reading
<b>Range of Reading and Level of Text Complexity</b>				
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.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending informational texts for grades 2–3 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	2.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
<b>Reading Standards: Foundational Skills (RF)</b>				
<b>Print Concepts</b>				
RF.2.1	(Ends in grade 1)			
<b>Phonological Awareness</b>				
RF.2.2	(Ends in grade 1)			
<b>Phonics and Word Recognition</b>				
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Partial (implied)	NE implies content related to distinguishing between long and short vowels when reading.	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)
			CC content for reading words with long vowel sounds begins in grade 1; NE content for long and short	1.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
			vowels is also in grade 1.	consonants, consonant blends, long and short vowels, digraphs)
b. Know spelling-sound correspondences for additional common vowel teams.	Strong			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)
c. Decode regularly spelled two-syllable words with long vowels.	Partial (specificity)		CC specifies two syllable words with long vowels.	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)
d. Decode words with common prefixes and suffixes.	Strong			2.1.3.e Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)
e. Identify words with inconsistent but common spelling-sound correspondences.	Partial (specificity)		CC specifies words with inconsistent but common spelling-sound correspondences.	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)
f. Recognize and read grade-appropriate irregularly spelled words.	Not addressed			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)

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

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Fluency</b>				
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			
a. Read on-level text with purpose and understanding.	Partial (emphasis and phrasing)		Content is similar, with some difference in emphasis and phrasing.	2.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension  2.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Strong			2.1.4.b Read high-frequency words and phrases accurately and automatically  2.1.4.c Vary voice intonation (e.g., volume, tone) to reflect meaning of text  2.1.4.d Use appropriate pace while reading to gain and enhance the meaning of text
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Strong			2.1.3.f Monitor the accuracy of decoding  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

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
				2.1.6.m	Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning
<b>Writing Standards (W)</b>					
<b>Text Types and Purposes</b>					
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.	Partial (specificity)	CC specifies writing for the purpose of conveying an opinion and including linking words.	2.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Developing a coherent beginning and end
				2.2.2.a	Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)
				2.2.2.c	Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)
				2.2.2.d	Use an organizational structure that includes a central idea or focus
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.	Partial (specificity)	CC specifies writing for the purpose of conveying information and including facts and definitions.	2.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Developing a coherent beginning and end

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				2.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)
				2.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)
				2.2.2.d Use an organizational structure that includes a central idea or focus
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.	Partial (specificity)	CC specifies writing to recount a story that includes descriptions of actions, thoughts, and feelings, as well as temporal words.	2.2.1.b Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Developing a coherent beginning and end
				2.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)
				2.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)
<b>Production and Distribution of Writing</b>				
W.2.4	(Begins in grade 3)			
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed	Strong	NE	CC is less difficult because students are provided guidance and support.
				2.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				voice)
	by revising and editing.			2.2.1.d Provide oral feedback to other writers; utilize others' feedback to improve own writing
				2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)
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.	Strong	NE CC is less difficult because students are provided guidance and support.	2.2.1.a Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)
				2.2.1.f Publish a legible document (e.g., handwritten or electronic)
				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)
				2.4.1.f Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

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

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Research to Build and Present Knowledge</b>				
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).	Partial (emphasis and phrasing)	Content is similar, with some difference in emphasis and phrasing.	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)  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)  2.4.1.f Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	Strong		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  2.4.1.a Use resources to answer guiding questions (e.g., print, electronic)
W.2.9	(Begins in grade 4)			
<b>Range of Writing</b>				
W.2.10	(Begins in grade 3)			

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Speaking and Listening Standards (SL)</b>				
<b>Comprehension and Collaboration</b>				
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.			
	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).	Strong		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)
	b. Build on others' talk in conversations by linking their comments to the remarks of others.	Partial (specificity)	CC specifies the speaking technique of linking comments to the remarks of others.	2.3.1.b Demonstrate speaking techniques for a variety of purposes and situations
	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Strong		2.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through media.	Strong		2.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation)
				2.3.2.d Listen and retell specific details of information heard

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
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.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	2.3.2.d	Listen to and ask questions about thoughts, ideas, and information being communicated
					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)
<b>Presentation of Knowledge and Ideas</b>						
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Partial (specificity)		CC specifies speaking about an experience with details, an audible voice, and coherent sentences.	2.3.1.a	Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)
					2.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations
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.	Weak		CC includes audio recordings. Content is similar, with some differences in emphasis and phrasing.	2.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations
					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)
					2.2.2.a	Write for a specific purpose (e.g., story with pictures, factual book,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					alphabet book, poem, letter)
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.)	Partial (specificity)	CC specifies complete sentences when appropriate to context.	2.3.1.a	Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)
<b>Language Standards (L)</b>					
<b>Conventions of Standard English</b>					
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
	a. Use collective nouns (e.g., <i>group</i> ).	Partial (specificity)	CC is more specific about conventions of grammar and usage in speaking and writing.	2.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)
				2.3.1.a	Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)
	b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	Partial (specificity)	CC is more specific about conventions of grammar and usage in speaking and writing.	2.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)
				2.3.1.a	Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				word choice, sequence, relevance)
c. Use reflexive pronouns (e.g., myself, ourselves).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)  2.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)  2.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)  2.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)
f. Produce, expand, and rearrange complete simple and compound	Partial (emphasis and phrasing)		Content is similar, with some difference in emphasis and phrasing.	2.2.1.b Generate a draft by:  -Composing complete sentences of

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
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> ).				varying length, and complexity, and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory)
				2.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
a. Capitalize holidays, product names, and geographic names.	Partial (specificity)		CC specifies conventions of capitalization.	2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)
b. Use commas in greetings and closings of letters.	Partial (specificity)		CC specifies conventions of punctuation.	2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)
c. Use an apostrophe to form contractions and frequently occurring possessives.	Partial (emphasis and phrasing)		CC emphasizes using apostrophes in writing; NE emphasizes using possessives to comprehend text being read.	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)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Strong			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)
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Partial (specificity)		CC specifies using reference materials for spelling.	2.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)

### Knowledge of Language

L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Compare formal and informal uses of English.	Weak		Content is similar, with significant differences in emphasis.	2.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)
				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)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Vocabulary Acquisition and Use</b>				
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.			
	a. Use sentence-level context as a clue to the meaning of a word or phrase.	Strong		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
	b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).	Strong		2.1.3.e Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)
	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).	Strong		2.1.3.e Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)
	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ).	Strong		2.1.3.e Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)  2.1.5.a Use word structure elements, known words, and word patterns

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)
		NE	CC content for compound words begins in grade 2; NE content for compound words begins in 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)
	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Strong		2.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)
				2.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.			
	a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Strong		2.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations
	b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).	Weak	CC specifies the kind of synonyms that students should study. CC emphasizes shades of meaning, while NE emphasizes semantic relationships.	2.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
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> ).	Partial (specificity)		NE specifies how new vocabulary is acquired and using descriptive adjectives and adverbs.	2.1.4.b	Read high-frequency words and phrases accurately and automatically
					2.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations
					2.1.6.o	Respond to text verbally, in writing, or artistically

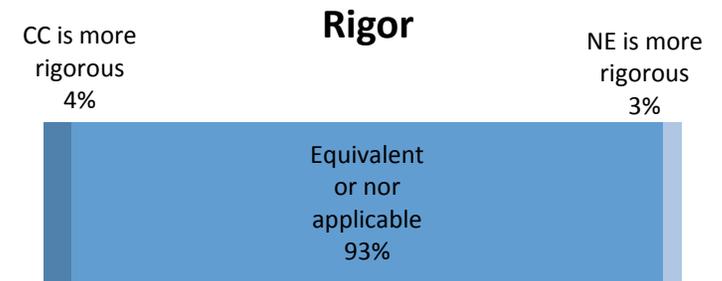
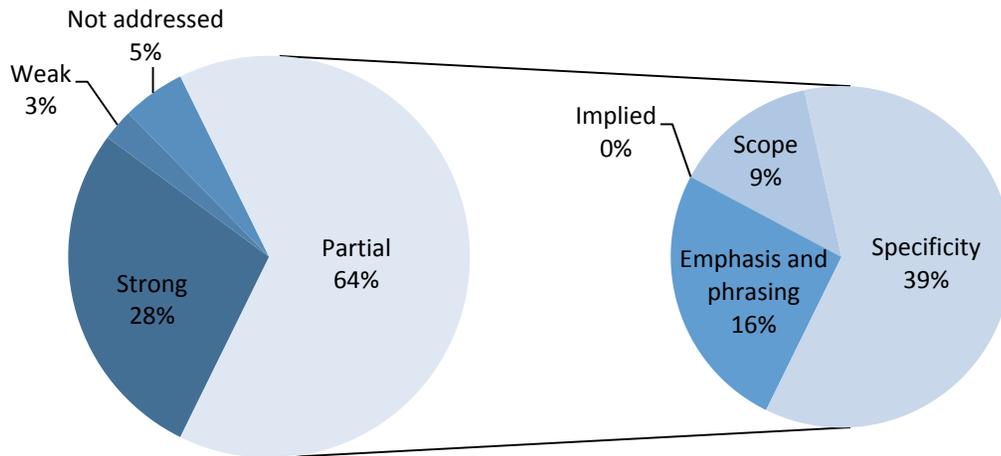
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# Language Arts Alignment Study

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

How well Nebraska language arts content is addressed in the Common Core 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 Common Core and Nebraska standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska indicator. A *Partial* match is assigned when the Common Core content either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska indicator, 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 Nebraska content by Common Core, the alignment is identified as *Weak*. Finally, if the content in Nebraska is not found in the Common Core, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. A indicator was counted more rigorous over the other when higher demands are made of students, either because mastery of 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 Nebraska standards addressed content found in the Common Core. See above for a discussion about the alignment categories.

Content in the documents was compared for the relative demands placed on students. The graph displays the percentage of indicators or standards that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two 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

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## Grade 3 Overview

Very few topics in the Common Core ELA-Literacy Standards are not also addressed by the Nebraska Standards for Language Arts. The topics not found in the Nebraska standards relate to students' distinguishing their own point of view from that of an author, reading grade-appropriate irregularly spelled words, understanding the function of basic parts of speech in sentences, and recognizing the difference between conventions of spoken and written English. Only two topics in the Common Core are minimally addressed in the Nebraska standards, receiving a weak alignment rating. A few Common Core standards are fully addressed in Nebraska and were rated strong. Strong alignments were found primarily in the reading domains. Most of the partial alignments are due to differences in specificity. In these cases, the Common Core standard is more specific than the Nebraska indicator, and so it was unclear whether students must address the same details as specified in the Common Core. For example, the Common Core standards are more specific about the types of connections that students should make when reading and comprehending texts, and they are much more specific about conventions of grammar and usage. In regards to rigor, both the Common Core standards and the Nebraska standards were found to require very few expectations at an earlier grade level or at a higher degree of cognitive difficulty.

Of the 79 rated standards in the Common Core for grade 3, 75 are addressed and 4 are not addressed by the Nebraska Standards. Of those addressed, 22 are strong alignments, 51 are partial alignments, and 2 are weak alignments.

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Grade 3</b>				
<b>Reading Standards for Literature (RL)</b>				
<b>Key Ideas and Details</b>				
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Strong		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
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.	Partial (scope)	CC includes understanding the central message, lesson, or moral, and reading fables. Central message is similar to a theme, which is first referenced in NE at grade 4 (4.1.6.b).  CC specifies reading myths beginning in grade 3; NE specifies reading myths beginning in grade 5. The rigor of the content is dependent on the difficulty of the chosen text.	3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details  3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)  3.1.6.i Use narrative or informational text to develop a multi-cultural perspective  5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
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.	Partial (specificity)	CC	CC specifies describing the characters' traits, motivations, or feelings. CC is more difficult because students must explain the effects of character's actions, while in NE characters are identified.	3.1.6.b	Identify elements of narrative text (e.g., characters, setting, plot, point of view)
					3.1.6.c	Retell and summarize narrative text including characters, setting, and plot with supporting details
<b>Craft and Structure</b>						
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Partial (scope)		CC includes distinguishing literal from nonliteral language.	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
					3.1.6.d	Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Partial (specificity)		CC specifies structural characteristics of stories, dramas, and poems, and how the structure builds throughout the text.	3.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	Partial (specificity)		CC specifies distinguishing their own point of view from the narrator or characters.	3.1.6.b	Identify elements of narrative text (e.g., characters, setting, plot, point of view)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Integration of Knowledge and Ideas</b>				
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Partial (specificity)	CC specifies the meaning that students should gain from illustrations.	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)
RL.3.8	(Not applicable to literature)			
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).	Partial (specificity)	CC specifies making text-to-text connections between texts by the same author.	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
<b>Range of Reading and Level of Text Complexity</b>				
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending literature for grades 2–3 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	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.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Reading Standards for Informational Text (RI)</b>				
<b>Key Ideas and Details</b>				
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Strong		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
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Strong		3.1.6.e Retell and summarize the main idea from informational text using supporting details
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Partial (emphasis and phrasing)	CC emphasizes the relationship between events, ideas, or steps in a text, while NE emphasizes organizational patterns.	3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)
<b>Craft and Structure</b>				
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Strong	Alignment is made to an organizing level (3.1.5) in the NE standards.	3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary  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

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					meaning of unknown words
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing	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)
				3.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)
RI.3.6	Distinguish their own point of view from that of the author of a text.	Not addressed			
<b>Integration of Knowledge and Ideas</b>					
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).	Partial (specificity)	CC is more specific about illustrations.	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)
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).	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	3.1.6.f	Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)
			CC content for sequence and	1.1.6.f	Identify the characteristics of organizational patterns found in

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
			comparison begins in grade 3; NE content for sequence and compare/contrast patterns begins in grade 1. Rigor not rated because content is found in an example.	informational text (e.g., sequence, compare/contrast)
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Partial (specificity)	CC specifies making text-to-text connections between texts on the same topic.	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

### Range of Reading and Level of Text Complexity

RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending informational texts for grades 2–3 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	3.1.6 3.1.6.h	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.  Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
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### Reading Standards: Foundational Skills (RF)

Print Concepts	
RF.3.1	(Ends in grade 1)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Phonological Awareness</b>				
RF.3.2	(Ends in grade 1)			
<b>Phonics and Word Recognition</b>				
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	a. Identify and know the meaning of the most common prefixes and derivational suffixes.	Partial (emphasis and phrasing)	CC emphasizes knowing the meaning of affixes, while NE emphasizes using word structure to read.	3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)
	b. Decode words with common Latin suffixes.	Strong		3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)
	c. Decode multisyllable words.	Strong		3.1.3.a Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell  3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)
	d. Read grade-appropriate irregularly spelled words.	Not addressed		
<b>Fluency</b>				
RF.3.4	Read with sufficient accuracy and fluency to support			

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
comprehension.				
a. Read on-level text with purpose and understanding.	Partial (emphasis and phrasing)		Content is similar, with some difference in emphasis and phrasing.	<p>3.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension</p> <p>3.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)</p>
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Strong			<p>3.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension</p> <p>3.1.4.b Read words and phrases accurately and automatically</p> <p>3.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text</p> <p>3.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing</p>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Strong			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

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# Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					meaning of unknown words
				3.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct
<b>Writing Standards (W)</b>					
<b>Text Types and Purposes</b>					
W.3.1	Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.				
	a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Partial (specificity)	CC specifies writing for the purpose of conveying an opinion.	3.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre
				3.2.2.d	Apply an organizational structure appropriate to the task (e.g., logical, sequential order)
	b. Provide reasons that support the opinion.	Partial (specificity)	CC specifies writing for the purpose of conveying an opinion.	3.2.1.b	Generate a draft by: -Developing paragraphs with topic sentences and supporting facts and details.
	c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Partial (emphasis and phrasing)	CC	CC content emphasizes connecting opinions and reasons with linking words; NE content emphasizes transitions across paragraphs. CC content for linking words is in grade 3; NE content for transition words	5.2.1.b Generate a draft by: -Developing details and transitional phrases that link one paragraph to another

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
			begins in grade 5 but is more difficult.		
	d. Provide a concluding statement or section.	Partial (specificity)	CC specifies an organizational structure that includes a conclusion.	3.2.2.d	Apply an organizational structure appropriate to the task (e.g., logical, sequential order)
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Partial (scope)	CC includes illustrations, as appropriate.	3.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre
				3.2.2.d	Apply an organizational structure appropriate to the task (e.g., logical, sequential order)
	b. Develop the topic with facts, definitions, and details.	Partial (specificity)	CC specifies including definitions.	3.2.1.b	Generate a draft by: -Developing paragraphs with topic sentences and supporting facts and details.
	c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Partial (emphasis and phrasing)	CC	5.2.1.b	Generate a draft by: -Developing details and transitional phrases that link one paragraph to another
	d. Provide a concluding statement	Partial	CC specifies an organizational	3.2.2.d	Apply an organizational structure

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
or section.	(specificity)		structure that includes a conclusion.	appropriate to the task (e.g., logical, sequential order)
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Partial (specificity)		CC specifies writing narratives.	3.2.1.b Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre
				3.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order)
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Partial (specificity)		CC specifies including dialogue and descriptions of actions, thoughts, and feelings as a characteristic of narrative writing.	3.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)
c. Use temporal words and phrases to signal event order.	Partial (specificity)		CC specifies using temporal words and phrases as a characteristic of narrative writing.	3.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)
d. Provide a sense of closure.	Partial (specificity)		CC specifies an organizational structure that includes a conclusion.	3.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order)

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
<b>Production and Distribution of Writing</b>						
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3)	Strong	NE	CC is less difficult because students are provided guidance and support.	3.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
					3.2.2.d	Apply an organizational structure appropriate to the task (e.g., logical, sequential order)
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	Strong	NE	CC begins content for planning writing in grade 3; NE begins content for prewriting activities in kindergarten (0.2.1.b)	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)
					3.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
					3.2.1.d	Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing
					3.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
W.3.6	With guidance and support from adults, use technology to produce	Strong	NE	CC is less difficult because students are provided guidance and support	3.2.1.a	Use prewriting activities and inquiry tools to generate and

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
and publish writing (using keyboarding skills) as well as to interact and collaborate with others.			from adults.	<p>organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)</p> <p>3.2.1.f Publish a legible document (e.g., handwritten or electronic)</p> <p>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</p> <p>3.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)</p>
<b>Research to Build and Present Knowledge</b>				
W.3.7	Conduct short research projects that build knowledge about a topic.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	3.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, electronic)
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.	Partial (specificity)	CC specifies taking notes on sources and sorting evidence into provided categories.	<p>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)</p> <p>3.4.1.a Select and use multiple resources to answer guiding questions (e.g.,</p>

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					print, electronic)
				3.4.1.b	Discuss ethical and legal use of information
W.3.9	(Begins in grade 4)				
<b>Range of Writing</b>					
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Partial (scope)	CC includes writing routinely for extended and shorter time frames.	3.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
				3.2.2.b	Write considering audience and what the reader needs to know
<b>Speaking and Listening Standards (SL)</b>					
<b>Comprehension and Collaboration</b>					
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.				
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Weak	Content is similar, with significant differences in emphasis and phrasing.	3.1.6.p	Respond to text verbally, in writing, or artistically

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
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).	Strong			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)
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	3.3.2.c Listen, ask questions to clarify, and take notes to ensure accuracy of information
				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
d. Explain their own ideas and understanding in light of the discussion.	Strong			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)
				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
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats,	Partial (scope)		CC includes comprehending information presented visually and quantitatively.	3.3.2.d Listen to and summarize thoughts, ideas, and information being communicated

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
	including visually, quantitatively, and orally.			
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Strong		3.3.2.c Listen, ask questions to clarify, and take notes to ensure accuracy of information  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
<b>Presentation of Knowledge and Ideas</b>				
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.	Partial (specificity)	CC is more specific about the variety of techniques and purposes for reading	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)  3.3.1.b Demonstrate speaking techniques for a variety of purposes and situations.
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.	Partial (scope)	CC includes making audio recordings.	3.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing  3.3.1.c Utilize available media to enhance communication (e.g., poster, overhead)

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
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.)	Partial (specificity)		CC specifies using complete sentences when appropriate to the context.	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)
<b>Language Standards (L)</b>						
<b>Conventions of Standard English</b>						
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Not addressed				
	b. Form and use regular and irregular plural nouns.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	3.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
					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)
	c. Use abstract nouns (e.g., childhood).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	3.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				punctuation)
				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)
d. Form and use regular and irregular verbs.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				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)
e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				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)
f. Ensure subject-verb and pronoun-antecedent agreement.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
				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)
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	3.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				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)
h. Use coordinating and subordinating conjunctions.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	3.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				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)
i. Produce simple, compound, and complex sentences.	Strong	CC	CC content for simple, compound, and complex sentences in grade 3; NE content is in grade 6.	6.2.1.b	Generate a draft by: -Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				3.2.1.b Generate a draft by: -Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory)
				3.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	a. Capitalize important words in titles.	Partial (specificity)	CC specifies conventions of capitalization.	3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
	b. Use commas in addresses.	Partial (specificity)	CC specifies conventions of punctuation.	3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
	c. Use commas and quotation marks in dialogue.	Partial (specificity)	CC specifies conventions of punctuation.	3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
	d. Form and use possessives.	Partial (emphasis)	CC emphasizes using possessives in speaking and writing; NE emphasizes	3.1.5.a Apply word structure elements, known words, and word patterns

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
	and phrasing)		using possessives to comprehend text being read.	to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)  3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Partial (specificity)		CC is more specific about spelling rules and applications.	3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	3.1.3.a Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Strong			3.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)  3.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)
<b>Knowledge of Language</b>				
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
a. Choose words and phrases for effect.	Strong			3.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
b. Recognize and observe differences between the conventions of spoken and written standard English.	Not addressed			
<b>Vocabulary Acquisition and Use</b>				
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.				
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Strong			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
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i> ).	Strong			3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)
c. Use a known root word as a	Strong			3.1.3.b Use word structure to read text

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

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i> ).				(e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Strong			3.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)
				3.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.				
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	Partial (scope)		CC includes distinguishing literal from nonliteral language.	<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</p> <p>3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)</p> <p>3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)</p>

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	Strong			3.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i> ).	Weak		CC specifies the kind of synonyms that students should study. CC emphasizes shades of meaning, while NE emphasizes semantic relationships.	3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)
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., <i>After dinner that night we went looking for them</i> ).	Partial (specificity)		Alignment is made to an organizing level in the NE standards. CC specifies learning words that signal spatial and temporal relationships.	3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

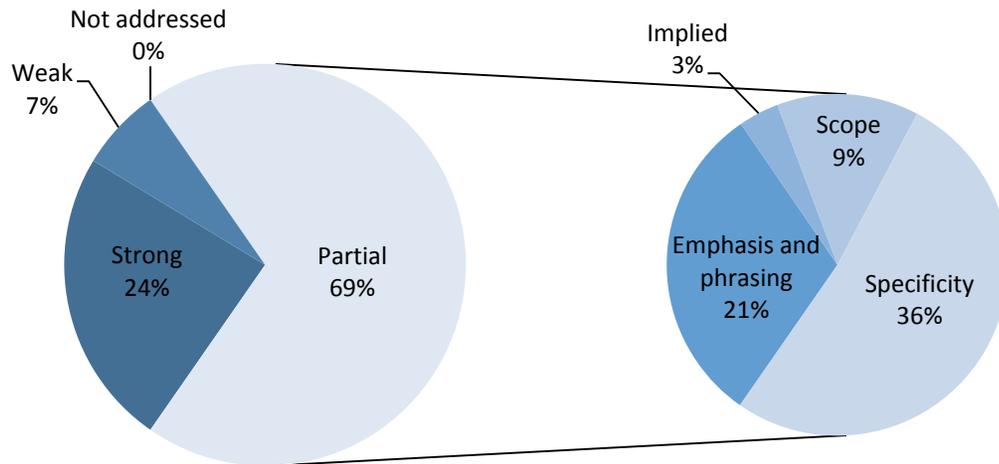
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# Language Arts Alignment Study

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

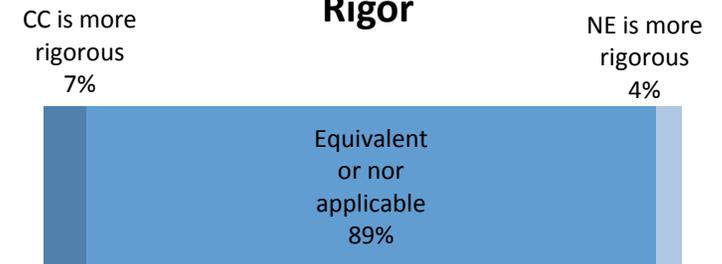
How well Nebraska language arts content is addressed in the Common Core standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. **Content alignment** characterizes the nature of the content match between the Common Core and Nebraska standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska indicator. A *Partial* match is assigned when the Common Core content either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska indicator, 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 Nebraska content by Common Core, the alignment is identified as *Weak*. Finally, if the content in Nebraska is not found in the Common Core, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. An indicator was counted more rigorous over the other when higher demands are made of students, either because mastery of 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 Nebraska standards addressed content found in the Common Core. See above for a discussion about the alignment categories.

### Rigor



Content in the documents was compared for the relative demands placed on students. The graph displays the percentage of indicators or standards that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two 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

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## Grade 4 Overview

All topics in the Common Core ELA-Literacy Standards are also addressed by the Nebraska Standards for Language Arts. Very few topics in the Common Core are minimally addressed in the Nebraska standards, receiving a weak alignment rating. In most cases, weak alignments are due to significant differences in emphasis in the descriptions of reading and writing strategies. A few Common Core standards are fully addressed in Nebraska and were rated strong. Strong alignments were found throughout the standards. Most of the partial alignments are due to differences in specificity or emphasis and phrasing. In some cases, the Common Core standard is more specific than the Nebraska indicator, and so it was unclear whether students must address the same details as specified in the Common Core. For example, the Common Core standards are more specific about how student writing should be developed and organized when writing arguments, writing about information, and writing stories. In regards to rigor, the Common Core standards were found to require very few expectations at an earlier grade level than the Nebraska standards. Nebraska standards were found to be more rigorous in slightly fewer instances.

Of the 75 rated standards in the Common Core for grade 4, all 75 are addressed by the Nebraska Standards. 18 are strong alignments, 52 are partial alignments, and 5 are weak alignments.

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
<b>Grade 4</b>					
<b>Reading Standards for Literature (RL)</b>					
<b>Key Ideas and Details</b>					
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.	Partial (emphasis and phrasing)	CC emphasizes text based evidence, while NE emphasizes questioning and includes using prior knowledge for support.	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
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Strong		4.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)
				4.1.6.c	Summarize narrative text including characters, setting, and plot with supporting details
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).	Strong		4.1.6.c	Summarize narrative text including characters, setting, and plot with supporting details
<b>Craft and Structure</b>					
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).	Partial (specificity)	CC specifies understanding words and phrases that allude to mythological characters.	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

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts 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)
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.	Partial (specificity)		CC specifies structural characteristics of poems, drama, and prose.	4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
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.	Partial (specificity)		CC is more specific about point of view. CC content for point of view extends to grades 11–12, requiring analysis of diverse perspectives within a text; NE includes point of view as an example in grade 3 but not in other grades.	4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)  3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)
<b>Integration of Knowledge and Ideas</b>					
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Weak		CC and NE both address multi-media presentations, with significant differences in emphasis and phrasing. CC specifies making connections between a print and oral/visual version.	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)
RL.4.8	(Not applicable to literature)				

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
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.	Partial (specificity)		CC specifies making text-to-text connections between texts with similar themes, topics, and patterns of events.	4.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)
					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
<b>Range of Reading and Level of Text Complexity</b>						
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Partial (emphasis and phrasing)		Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending literature for grades 4–5 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	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.h	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
<b>Reading Standards for Informational Text (RI)</b>						
<b>Key Ideas and Details</b>						
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.	Partial (emphasis and phrasing)		CC emphasizes text-based evidence, while NE emphasizes questioning and includes using prior knowledge for support.	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

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Strong			4.1.6.e	Retell and summarize the main idea from informational text using supporting details
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	4.1.6.e	Retell and summarize the main idea from informational text using supporting details
					4.1.6.1	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
<b>Craft and Structure</b>						
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Strong		Alignment is made to an organizing level in the NE standards.	4.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.
					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
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.	Partial (scope)		CC includes problem/solution structure.	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)
RI.4.6	Compare and contrast a firsthand and secondhand account of the	Partial (emphasis		Content is similar with some	4.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
same event or topic; describe the differences in focus and the information provided.	and phrasing)		differences in emphasis and phrasing.		persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text
<b>Integration of Knowledge and Ideas</b>					
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Partial (scope)	CC includes interpreting diagrams, time lines, and animations and explaining how they contribute to the text.	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)
				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)
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	Weak	CC emphasizes the connection between reasons and evidence, while NE emphasizes organizational patterns.	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)
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Weak	CC includes integrating information from multiple texts. CC specifies making text-to-text connections between texts on the same topic.	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
				4.1.6.o	Respond to text verbally, in writing, or artistically

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
<b>Range of Reading and Level of Text Complexity</b>					
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards (4.1.6). CC emphasizes students comprehending informational texts for grades 4–5 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	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.h	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
<b>Reading Standards: Foundational Skills (RF)</b>					
<b>Print Concepts</b>					
RF.4.1	(Ends in grade 1)				
<b>Phonological Awareness</b>					
RF.4.2	(Ends in grade 1)				
<b>Phonics and Word Recognition</b>					
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.				
	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	Strong		4.1.3.a	Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell
				4.1.3.b	Use word structure to read text (e.g., prefixes/suffixes, compound

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
	context and out of context.			words, contractions, syllabication, derivation)
<b>Fluency</b>				
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.			
	a. Read on-level text with purpose and understanding.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	4.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension  4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)
	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Strong		4.1.4.b Read words and phrases accurately and automatically  4.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Strong		4.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style  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

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct
<b>Writing Standards (W)</b>				
<b>Text Types and Purposes</b>				
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
	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.	Partial (specificity)	CC specifies stating an opinion.	4.2.1.b Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre
				4.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
	b. Provide reasons that are supported by facts and details.	Partial (specificity)	CC specifies including facts and details that support reasons for an opinion.	4.2.1.b Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre
				4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)
	c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Partial (emphasis and phrasing)	CC content emphasizes connecting opinions and reasons with linking words; NE content emphasizes transitions across paragraphs. CC content for linking words begins in	5.2.1.b Generate a draft by: -Developing details and transitional phrases that link one paragraph to another

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
			grade 3; NE content for transition words begins in grade 5.	
	d. Provide a concluding statement or section related to the opinion presented.	Strong		4.2.1.b Generate a draft by: - Developing introductory and concluding paragraphs
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
	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.	Partial (specificity)	CC	CC specifies formatting techniques of headings and illustrations. CC content for formatting begins in grade 4; NE content for formatting techniques begins in grade 5.
				5.2.1.f Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)
				4.2.1.b Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre
				4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)
				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)
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information	Partial (specificity)	CC specifies the types of supporting ideas to develop the topic.	4.2.1.b Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
and examples related to the topic.				
c. Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i> ).	Partial (emphasis and phrasing)	CC	CC content emphasizes connecting ideas within categories with linking words; NE content emphasizes transitions across paragraphs. CC content for linking words begins in grade 3; NE content for transition words begins in grade 5.	5.2.1.b Generate a draft by: -Developing details and transitional phrases that link one paragraph to another
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Partial (specificity)		CC is more specific about word choice.	4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
e. Provide a concluding statement or section related to the information or explanation presented.	Strong			4.2.1.b Generate a draft by: - Developing introductory and concluding paragraphs
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Partial (specificity)		CC is more specific about the organizational structure of a narrative.	4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)
b. Use dialogue and description to develop experiences and events or show the responses of characters	Partial (specificity)		CC specifies including the dialogue and description, as characteristic of narrative writing.	4.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography,

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					report, formal letter)
to situations.					
c. Use a variety of transitional words and phrases to manage the sequence of events.	Partial (emphasis and phrasing)	CC	CC content emphasizes managing the sequence of events with transitional words; NE content emphasizes transitions across paragraphs. CC content for linking words begins in grade 3; NE content for transition words begins in grade 5.	5.2.1.b	Generate a draft by: -Developing details and transitional phrases that link one paragraph to another
				4.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Partial (specificity)		CC is more specific about word choice.	4.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
e. Provide a conclusion that follows from the narrated experiences or events.	Strong			4.2.1.b	Generate a draft by: - Developing introductory and concluding paragraphs
<b>Production and Distribution of Writing</b>					
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.)	Strong		4.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
				4.2.2.b	Write considering audience and what the reader needs to know; select words and format with audience in mind
				4.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	Strong			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 processing tools, multimedia)
					4.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
					4.2.1.d	Provide oral, written, and/or electronic feedback to other writers; utilize others’ feedback to improve own writing
					4.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
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.	Partial (specificity)	NE	CC specifies typing one page in a single sitting. CC is less difficult because students are provided guidance and support from adults.	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 processing tools, multimedia)
					4.2.1.f	Publish a legible document (e.g., handwritten or electronic)

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
				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
				4.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)
<b>Research to Build and Present Knowledge</b>					
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	4.4.1.a	Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources)
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.	Partial (implied)	NE implies taking notes and sorting evidence into categories.	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 processing tools, multimedia)
				4.4.1.a	Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources)
		NE	NE is more difficult because students must use a prescribed format for	4.4.1.b	Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g.,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
			citations.		creating a simplified citation of information used)
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				
	a. Apply grade 4 Reading standards to literature (e.g., "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].").	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	4.1.6.p	Respond to text verbally, in writing, or artistically
	b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	4.1.6.p	Respond to text verbally, in writing, or artistically
<b>Range of Writing</b>					
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Partial (scope)	CC includes writing routinely for extended and shorter time frames.	4.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
				4.2.2.b	Write considering audience and what the reader needs to know; select words and format with audience in mind
				4.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)

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

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Speaking and Listening Standards (SL)</b>				
<b>Comprehension and Collaboration</b>				
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.			
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.	Weak		Content is similar, with significant differences in emphasis and phrasing.	4.1.6.p Respond to text verbally, in writing, or artistically
b. Follow agreed-upon rules for discussions and carry out assigned roles.	Partial (scope)		CC includes carrying out assigned roles.	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)
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.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	4.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information  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

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				formats
	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Strong		4.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting  4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Partial (emphasis and phrasing)	CC emphasizes comprehending quantitative information that is presented orally, while NE emphasizes comprehending graphs and charts in a written text.	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)  4.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)  4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	Partial (emphasis and phrasing)	CC emphasizes a speaker's reasons and evidence for a stated opinion, while NE emphasizes summarizing information presented.	4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
<b>Presentation of Knowledge and Ideas</b>					
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.	Partial (specificity)	CC is more specific about the variety of techniques and purposes for speaking.	4.3.1.a	Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting
				4.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Partial (scope)	CC includes making audio recordings.	4.3.1.c	Utilize available media to enhance communication(e.g., presentation software, poster)
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. (See grade 4 Language standards 1 for specific expectations.)	Partial (specificity)	CC specifies differentiating between contexts that call for formal vs. informal oral language.	4.2.2.c	Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)
				4.3.1.a	Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting
<b>Language Standards (L)</b>					
<b>Conventions of Standard English</b>					
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	4.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				4.3.1.a	Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting
b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	4.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				4.3.1.a	Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	4.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				4.3.1.a	Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	4.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
e. Form and use prepositional phrases.	Partial (specificity)		CC specifies grammar rules for speaking and writing.	4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)  4.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Partial (implied)		NE implies correcting fragments and run-ons.	4.2.1.b Generate a draft by: -Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)  4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
g. Correctly use frequently confused words (e.g., to, too, two; there, their).	Partial (specificity)		CC specifies grammar rules for speaking and writing.	4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
a. Use correct capitalization.	Strong			4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
b. Use commas and quotation marks to mark direct speech and quotations from a text.	Partial (specificity)		CC specifies conventions of punctuation .	4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
c. Use a comma before a coordinating conjunction in a compound sentence.	Partial (specificity)		CC specifies conventions of punctuation.	4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
d. Spell grade-appropriate words correctly, consulting references as needed.	Strong			4.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)  4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
<b>Knowledge of Language</b>				
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Choose words and phrases to convey ideas precisely.	Partial (specificity)		CC specifies word choice that is precise.	4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
				4.2.2.b	Write considering audience and what the reader needs to know; select words and format with audience in mind
b. Choose punctuation for effect.	Weak		CC emphasizes choosing punctuation, while NE emphasizes sentence fluency.	4.2.1.b	Generate a draft by: -Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)
				4.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Partial (specificity)		CC specifies differentiating between contexts that call for formal vs. informal language.	4.2.2.c	Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)
				4.3.1.a	Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting
<b>Vocabulary Acquisition and Use</b>					
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.				

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Partial (specificity)		CC specifies the context clues of definition, example, or restatement.	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
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Strong			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)
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.	Partial (scope)		CC includes using reference materials to determine pronunciation.	4.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Strong	NE	CC content for similes begins in grade 4; NE content for similes begins in kindergarten (0.1.6.d) and is also in grade 4.	4.1.6.d	Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
b. Recognize and explain the meaning of common idioms,	Partial (scope)	CC	CC includes adages and proverbs. CC content for idioms begins in grade 4; NE content for idioms begins in	5.1.5.d	Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
adages, and proverbs.			grade 5.	analogies)
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Strong			4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)
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).	Partial (specificity)		Alignment is made to an organizing level in the NE standards. CC specifies learning words that signal precise actions, emotions, or states of being.	4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

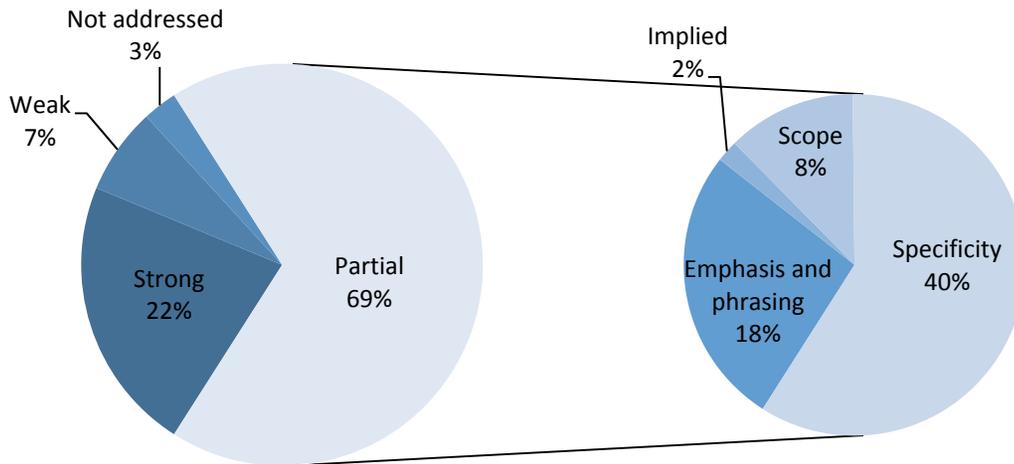
\* Rigor: CC: Common Core standards are more rigorous; NE: Nebraska standards are more rigorous.

# Language Arts Alignment Study

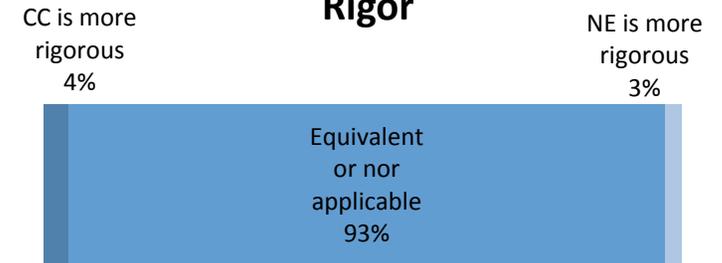
## Grade 5: How Common Core content is addressed in the Nebraska Standards

How well Nebraska language arts content is addressed in the Common Core 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 Common Core and Nebraska standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska indicator. A *Partial* match is assigned when the Common Core content either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska indicator, 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 Nebraska content by Common Core, the alignment is identified as *Weak*. Finally, if the content in Nebraska is not found in the Common Core, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. An indicator was counted more rigorous over the other when higher demands are made of students, either because mastery of 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 documents was compared for the relative demands placed on students. The graph displays the percentage of indicators or standards that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two 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 Nebraska standards addressed content found in the Common Core. See above for a discussion about the alignment categories.

# Language Arts Alignment Study

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## Grade 5 Overview

Very few topics in the Common Core ELA-Literacy Standards are not also addressed by the Nebraska Standards for Language Arts. The topics not found in the Nebraska standards relate to comparing varieties of English and understanding the function of the parts of speech in sentences. Very few topics in the Common Core are minimally addressed in the Nebraska standards, receiving a weak alignment rating. In most cases, weak alignments are due to significant differences in emphasis in the descriptions of reading and writing strategies. A few Common Core standards are fully addressed in Nebraska and were rated strong. Strong alignments were found primarily in the reading and writing strands. A majority of the partial alignments are due to differences in specificity. In these cases, the Common Core standard is more specific than the Nebraska indicator, and so it was unclear whether students must address the same details as specified in the Common Core. For example, the Common Core standards are more specific about conventions of grammar and usage than the Nebraska standards. Other partial alignments reflect differences between the standards documents in their emphasis and phrasing. For example, the Common Core emphasizes evaluating and writing arguments, while the Nebraska standards emphasize the writing process. In regards to rigor, the Common Core standards were found to require very few expectations at an earlier grade level than the Nebraska standards, and the Nebraska standards were found to be more rigorous in slightly fewer instances due to differences in the grade level that skills are first introduced.

Of the 73 rated standards in the Common Core for grade 5, 71 are addressed and only 2 are not addressed by the Nebraska Standards. Of those addressed, 16 are strong alignments, 50 are partial alignments, and 5 are weak alignments.

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Grade 5</b>				
<b>Reading Standards for Literature (RL)</b>				
<b>Key Ideas and Details</b>				
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	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 additional sources  5.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text
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.	Partial (specificity)	CC specifies how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)  5.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details
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).	Partial (specificity)	CC is more specific about how to analyze narrative elements.	5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)
<b>Craft and Structure</b>				
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language	Strong		5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					imagery, rhythm)
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.	Partial (specificity)	CC specifies structural characteristics of narrative, drama, and poetry.	5.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.	Partial (specificity)	CC is more specific about point of view. CC content for point of view extends to grades 11–12, requiring analysis of diverse perspectives within a text; NE includes point of view as an example in grade 3 but not in other grades.	5.1.6.j 3.1.6.b	Use narrative and informational text to develop a national and global multi-cultural perspective  Identify elements of narrative text (e.g., characters, setting, plot, point of view)
<b>Integration of Knowledge and Ideas</b>					
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Weak	CC and NE both address multi-media presentations, with significant differences in emphasis and phrasing. CC specifies making connections between a print and visual version.	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)
RL.5.8	(Not applicable to literature)				
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.	Partial (specificity)	CC emphasizes integrating information from multiple texts, while NE emphasizes making text-to-text connections throughout the reading process.	5.1.6.b 4.1.6.m	Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)  Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					after reading
<b>Range of Reading and Level of Text Complexity</b>					
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 4–5 text complexity band independently and proficiently.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending literature for grades 4–5 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	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.h	Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
<b>Reading Standards for Informational Text (RI)</b>					
<b>Key Ideas and Details</b>					
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	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 additional sources
				5.1.6.o	Use examples and details to make inferences or logical predictions while previewing and reading text
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Strong	CC	CC is more difficult because it specifies two or more main ideas.	5.1.6.e Summarize and analyze the main idea from informational text using supporting details

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
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.	Weak		Content is similar, with significant differences in emphasis and phrasing.	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
					5.1.6.o	Use examples and details to make inferences or logical predictions while previewing and reading text
<b>Craft and Structure</b>						
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Strong		Alignment is made to an organizing level in the NE standards (5.1.5).	5.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.
					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
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.	Partial (scope)	CC	CC includes problem/solution structure. CC is more difficult because it requires comparison.	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)
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view	Partial (specificity)	CC	CC is more specific about the influence of author's perspective. CC is more difficult because it includes analyzing multiple accounts of the	5.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
	they represent.		same event or topic.	assumptions, biases) influences text
<b>Integration of Knowledge and Ideas</b>				
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.	Strong		5.4.1.a Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)
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).	Weak	CC emphasizes the connection between reasons and evidence, while NE emphasizes organizational patterns.	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)
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Weak	CC emphasizes integrating information from multiple texts, while NE emphasizes making text-to-text connections throughout the reading process.	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  5.1.6.p Respond to text verbally, in writing, or artistically
<b>Range of Reading and Level of Text Complexity</b>				
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending informational texts for grades 4–5 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	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.h Describe the defining characteristics of narrative and informational genres (e.g.,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
<b>Reading Standards: Foundational Skills (RF)</b>				
<b>Phonics and Word Recognition</b>				
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	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.	Strong		5.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)
<b>Fluency</b>				
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.			
	a. Read on-level text with purpose and understanding.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	5.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension  5.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)
	b. Read on-level prose and poetry orally with accuracy, appropriate	Strong		5.1.4.b Read words and phrases accurately and automatically

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
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 information)
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Strong			5.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style
				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
				5.1.6.n Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct

### Writing Standards (W)

#### Text Types and Purposes

W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which	Partial (specificity)	CC specifies stating an opinion.	5.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
ideas are logically grouped to support the writer's purpose.				genre  5.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
b. Provide logically ordered reasons that are supported by facts and details.	Partial (specificity)		CC specifies including facts and details that support reasons for an opinion.	5.2.1.b Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre  5.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	Partial (emphasis and phrasing)		CC content emphasizes connecting opinions and reasons with linking words; NE content emphasizes transitions across paragraphs.	5.2.1.b Generate a draft by: -Developing details and transitional phrases that link one paragraph to another
d. Provide a concluding statement or section related to the opinion presented.	Partial (specificity)		CC specifies including an organizational structure with a conclusion related to the opinion presented.  CC content for a conclusion is specified in every grade beginning in grade 1; NE content for a conclusion is specified in grade 4. Significant content difference makes comparison for rigor not meaningful.	5.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)  4.2.1.b Generate a draft by: - Developing introductory and concluding paragraphs

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p>	<p>Partial (specificity)</p>	<p>CC specifies formatting headings and including illustrations.</p>	<p>5.2.1.b</p> <p>5.2.1.f</p> <p>5.2.2.d</p> <p>5.4.1.f</p>	<p>Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre</p> <p>Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)</p> <p>Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)</p> <p>Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)</p>
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>Partial (specificity)</p>	<p>CC specifies the types of supporting ideas to develop the topic.</p>	<p>5.2.1.b</p>	<p>Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre</p>
<p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g.,</p>	<p>Partial (emphasis and phrasing)</p>	<p>CC content emphasizes connecting ideas within categories with linking words; NE content emphasizes</p>	<p>5.2.1.b</p>	<p>Generate a draft by: -Developing details and transitional phrases that link one paragraph to another</p>

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
			in contrast, especially).		transitions across paragraphs.
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Partial (specificity)	CC is more specific about word choice.	5.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
	e. Provide a concluding statement or section related to the information or explanation presented.	Strong		5.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)
			CC content for a conclusion is specified in every grade beginning in grade 1; NE content for a conclusion is specified in grade 4.	4.2.1.b	Generate a draft by: - Developing introductory and concluding paragraphs
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Partial (specificity)	CC is more specific about the organizational structure of a narrative.	5.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
				5.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)
	b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses	Partial (specificity)	CC specifies including the dialogue, description, and pacing as characteristic of narrative writing.	5.2.2.c	Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				of characters to situations. essay)
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Partial (emphasis and phrasing)		CC content emphasizes managing the sequence of events with transitional words, phrases, and clauses; NE content emphasizes transitions across paragraphs.	5.2.1.b Generate a draft by: -Developing details and transitional phrases that link one paragraph to another
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Partial (specificity)		CC is more specific about word choice.	5.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
e. Provide a conclusion that follows from the narrated experiences or events.	Partial (specificity)		CC is more specific about conclusions that are used when writing narratives.  CC content for a conclusion is in every grade beginning in grade 1; NE content for a conclusion is in grade 4.	5.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)  4.2.1.b Generate a draft by: - Developing introductory and concluding paragraphs
<b>Production and Distribution of Writing</b>				
W.5.4	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.)	Strong		5.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)  5.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization)  5.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards description)
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	Strong		<p>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)</p> <p>5.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p> <p>5.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others’ feedback to improve own writing</p> <p>5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p>
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	Partial (specificity)	NE CC specifies typing two pages in a single sitting. CC is less difficult because students are provided some guidance and support from adults.	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)

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

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
single sitting.				5.2.1.f	Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)
				5.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats
				5.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)
<b>Research to Build and Present Knowledge</b>					
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	5.4.1.a	Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)
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.	Partial (implied)	NE implies taking notes.	5.1.6.e	Summarize and analyze the main idea from informational text using supporting details
				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

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				mapping tool)
				5.4.1.a Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)
		NE	NE is more difficult because students must use a prescribed format for citations.	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)
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
	a. Apply grade 5 Reading standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text[e.g., how characters interact]).	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	5.1.6.p Respond to text verbally, in writing, or artistically
	b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]").	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	5.1.6.p Respond to text verbally, in writing, or artistically

### Range of Writing

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Partial (scope)	CC includes writing routinely for extended and shorter time frames.	5.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)  5.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization)
<b>Speaking and Listening Standards (SL)</b>				
<b>Comprehension and Collaboration</b>				
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 topics and texts, building on others' ideas and expressing their own clearly.			
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Weak	Content is similar, with significant differences in emphasis and phrasing.	5.1.6.p Respond to text verbally, in writing, or artistically
	b. Follow agreed-upon rules for discussions and carry out assigned roles.	Partial (scope)	CC includes carrying out assigned roles.	5.3.3.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)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Strong			5.3.2.b	Listen and ask questions to clarify, and take notes to ensure accuracy of information
				5.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Partial (scope)		CC includes drawing a conclusion based on discussions.	5.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)
				5.3.2.c	Listen to, summarize and interpret message and purpose of information being communicated
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Strong			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)
				5.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)
				5.3.2.c	Listen to, summarize and interpret message and purpose of information being communicated

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Partial (emphasis and phrasing)		CC emphasizes a speaker's reasons and evidence for a stated opinion, while NE emphasizes summarizing information presented.	5.3.2.c	Listen to, summarize and interpret message and purpose of information being communicated
<b>Presentation of Knowledge and Ideas</b>						
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.	Partial (specificity)		CC is more specific about the variety of techniques and purposes for speaking.	5.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting
					5.3.1.b	Demonstrate speaking techniques for a variety of purposes and
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.	Strong			5.3.1.c	Utilize available media to enhance communication (e.g., projection system, presentation software)
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	Partial (specificity)		CC specifies differentiating between contexts that call for formal vs. informal oral language.	5.2.2.c	Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)
					5.3.1.a	Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Language Standards (L)</b>				
<b>Conventions of Standard English</b>				
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Not addressed		
	b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	Partial (specificity)	CC is more specific about conventions of grammar and usage in speaking and writing.	5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)  5.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
	c. Use verb tense to convey various times, sequences, states, and conditions.	Partial (specificity)	CC is more specific about conventions of grammar and usage in speaking and writing.	5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)  5.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
	d. Recognize and correct inappropriate shifts in verb tense.	Partial (specificity)	CC is more specific about conventions of grammar and usage in	5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
			speaking and writing.	punctuation)
				5.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
e. Use correlative conjunctions (e.g., either/or, neither/nor).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				5.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
a. Use punctuation to separate items in a series.	Partial (specificity)		CC specifies conventions of punctuation.	5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
b. Use a comma to separate an introductory element from the rest of the sentence.	Partial (specificity)		CC specifies conventions of punctuation.	5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g.,	Partial (specificity)		CC specifies conventions of punctuation.	5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).					punctuation)
d. Use underlining, quotation marks, or italics to indicate titles of works.	Partial (specificity)		CC specifies convention rules.	5.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
e. Spell grade-appropriate words correctly, consulting references as needed.	Strong			5.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)
				5.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
<b>Knowledge of Language</b>					
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Partial (specificity)		CC specifies the types of revisions for sentence fluency.	5.2.1.b	Generate a draft by: -Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)
				5.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				5.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization)
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Not addressed			
<b>Vocabulary Acquisition and Use</b>				
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.				
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Partial (specificity)		CC specifies the context clues of cause/effect relationships and comparisons.	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
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	Partial (emphasis and phrasing)		CC emphasizes Greek and Latin word parts, while NE emphasizes Anglo-Saxon word parts.	5.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)  5.1.5.a Apply knowledge of word structure elements, known words,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)
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.	Partial (scope)		CC includes using reference materials to determine pronunciation.	5.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
a. Interpret figurative language, including similes and metaphors, in context.	Strong			5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)  5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Partial (scope)		CC includes adages and proverbs.	5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)
c. Use the relationship between particular words (e.g., synonyms,	Strong			5.1.5.d Identify semantic relationships (e.g., multiple meanings,

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## Language Arts Alignment Study

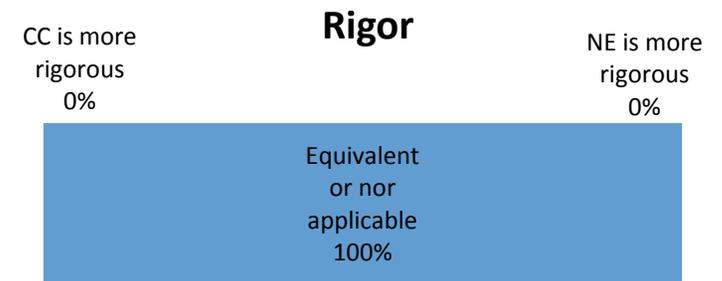
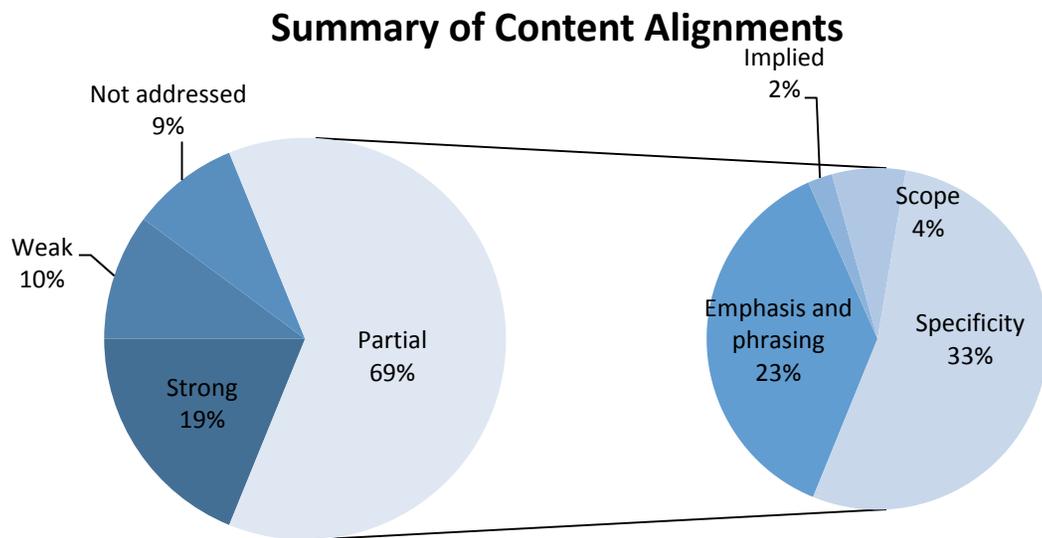
Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
	antonyms, homographs) to better understand each of the words.		CC content for homographs is in grade 5 only; NE content for homographs is in grade 4 only. CC content for synonyms and antonyms ends in grade 7; NE content for synonyms and antonyms ends in grade 4. Rigor not rated because content is found in an example.	metaphors, similes, idioms, analogies)  4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)
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).	Partial (specificity)	Alignment is made to an organizing level in the NE standards. CC specifies learning words that signal contrast, addition, and other logical relationships.	5.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

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# Language Arts Alignment Study

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

How well Nebraska language arts content is addressed in the Common Core 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 Common Core and Nebraska standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska indicator. A *Partial* match is assigned when the Common Core content either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska indicator, 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 Nebraska content by Common Core, the alignment is identified as *Weak*. Finally, if the content in Nebraska is not found in the Common Core, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. A indicator was counted more rigorous over the other when higher demands are made of students, either because mastery of content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.



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

Content in the documents was compared for the relative demands placed on students. The graph displays the percentage of indicators or standards that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two 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

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## Grade 6 Overview

Very few topics in the Common Core ELA-Literacy Standards are not also addressed by the Nebraska Standards for Language Arts. The topics not found in the Nebraska standards relate to the point of view of the narrator or speaker in a literary text, establishing and maintaining a formal writing style, collegial discussions with goals and roles, and knowing variations from standard English. Few topics in the Common Core are minimally addressed in the Nebraska standards, receiving a weak alignment rating. In most cases, weak alignments are due to significant differences in emphasis in the descriptions of reading and writing strategies. Some Common Core standards are fully addressed in Nebraska and were rated strong. Strong alignments were found throughout the grade, but particularly within the Language strand, which addresses vocabulary and grammar and convention skills. In many of these cases, the Common Core standard is more specific than the Nebraska indicator, and so it was unclear whether students must address the same details as specified in the Common Core. Other partial alignments reflect differences between the standards documents in their emphasis and phrasing. For example, the Common Core emphasizes evaluating and writing arguments, while the Nebraska standards emphasize the writing process. In regards to rigor, neither the Common Core nor the Nebraska standards were found to have differences in relative difficulty or grade placement.

Of the 69 rated standards in the Common Core for grade 6, 63 are addressed and only 6 are not addressed by the Nebraska Standards. Of those addressed, 13 are strong alignments, 43 are partial alignments, and 7 are weak alignments.

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
<b>Grade 6</b>					
<b>Reading Standard for Literature (RL)</b>					
<b>Key Ideas and Details</b>					
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	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
				6.1.6.o	Use examples and details to make inferences or logical predictions while previewing and reading text
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.	Partial (specificity)	CC is more specific about analyzing theme and specifies that a summary be distinct from personal opinions.	6.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)
				6.1.6.c	Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme
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.	Partial (specificity)	CC is more specific about how to analyze narrative elements.	6.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
<b>Craft and Structure</b>					
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	6.1.6.d	Interpret and explain the author’s use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
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.	Partial (emphasis and phrasing)	CC emphasizes structural characteristics of literature, while NE emphasizes types of narrative and informational genres.	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)
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	Not addressed			
<b>Integration of Knowledge and Ideas</b>					
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Weak	CC and NE both address multi-media presentations, with significant differences in emphasis and phrasing. CC specifies making connections between a print and visual version.	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)
RL.6.8	(Not applicable to literature)				
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical	Partial (specificity)	CC specifies making text-to-text connections between texts of the same genre that address similar	6.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
novels and fantasy stories) in terms of their approaches to similar themes and topics.			themes and topics.	development, conflict, point of view, theme)  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

### Range of Reading and Level of Text Complexity

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.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending literature for grades 6–8 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	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.h Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)
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### Reading Standards for Informational Text (RI)

#### Key Ideas and Details

RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	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
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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
				6.1.6.o	Use examples and details to make inferences or logical predictions while previewing and reading text
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.	Partial (specificity)	CC specifies that student summaries should be distinct from personal opinions or judgments.	6.1.6.e	Summarize, analyze, and synthesize informational text using main idea and supporting details
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Weak	Content is similar, with significant differences in emphasis and phrasing.	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
				6.1.6.o	Use examples and details to make inferences or logical predictions while previewing and reading text
<b>Craft and Structure</b>					
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Strong	Alignment is made to an organizing level in the NE standards (6.1.5).	6.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.
				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

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	Strong		6.1.6.a Explain how author’s purpose and perspective affect the meaning and reliability of the text
<b>Integration of Knowledge and Ideas</b>				
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	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)
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Weak	CC emphasizes the connection between reasons and evidence, while NE emphasizes organizational patterns.	6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
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).	Weak	CC emphasizes integrating information from multiple texts, while NE specifies making text-to-text connections throughout the reading process.	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  6.1.6.p Respond to text verbally, in writing, or artistically

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
<b>Range of Reading and Level of Text Complexity</b>					
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.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending informational texts for grades 6–8 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	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.h	Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)
<b>Writing Standards (W)</b>					
<b>Text Types and Purposes</b>					
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.				
	a. Introduce claim(s) and organize the reasons and evidence clearly.	Partial (specificity)	CC is more specific about organizational structures used when writing arguments.	6.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
				6.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)
	b. Support claim(s) with clear reasons and relevant evidence, using credible sources and	Partial (specificity)	CC is more specific about supporting details that are used when writing arguments.	6.2.1.b	Generate a draft by:  -Selecting and organizing ideas relevant to topic, purpose, and

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
demonstrating an understanding of the topic or text.				genre 6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Weak		CC emphasizes sentence structures that clarify the relationships among claims and reasons, while NE emphasizes using a variety of sentence structure.	6.2.1.b Generate a draft by:  -Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity
d. Establish and maintain a formal style.	Not addressed			
e. Provide a concluding statement or section that follows from the argument presented.	Partial (specificity)		CC is more specific about conclusions that are used when writing arguments.	6.2.1.b Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition
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.				
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	6.2.2.d Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause

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definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.				and effect, compare and contrast)  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)
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Partial (specificity)		CC is more specific about types of supporting details to develop the topic.	6.2.1.b Generate a draft by:  -Selecting and organizing ideas relevant to topic, purpose, and genre  6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Partial (emphasis and phrasing)		CC content emphasizes connecting ideas with transitions; NE content emphasizes transitions across paragraphs. CC content for transitions is in grades 5–12; NE content for transitions is in grades 5 and 7–12.	5.2.1.b Generate a draft by: -Developing details and transitional phrases that link one paragraph to another
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Partial (emphasis and phrasing)		Alignment is made to an organizing level in the NE standards. CC is more specific about word choice.	6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
e. Establish and maintain a formal style.	Not addressed			
f. Provide a concluding statement or section that follows from the information or explanation presented.	Strong			6.2.1.b Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				
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.	Partial (specificity)		CC is more specific about the organizational structure of a narrative.	6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)  6.2.2.d Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Partial (specificity)		CC specifies narrative techniques that are characteristic of narrative writing.	6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Partial (specificity)		CC specifies transitions for narrative writing. CC content for transitions is in grades 5–12; NE content for transitions is in grades 5 and 7–12.	5.2.1.b	Generate a draft by: -Developing details and transitional phrases that link one paragraph to another
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Partial (specificity)		CC is more specific about word choice.	6.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
e. Provide a conclusion that follows from the narrated experiences or events.	Partial (specificity)		CC is more specific about conclusions that are used when writing narratives.	6.2.1.b	Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition
<b>Production and Distribution of Writing</b>					
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.)	Strong		6.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
				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)
				6.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)
W.6.5	With some guidance and support from peers and adults, develop	Strong		6.2.1.a	Use prewriting activities and inquiry tools, using available

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				<p>technology, to generate and organize information, guide writing, answer questions</p> <p>6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p> <p>6.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing</p> <p>6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p>
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.	Partial (specificity)	CC specifies typing three pages in a single sitting.	<p>6.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions</p> <p>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)</p> <p>6.3.3.c Interact and collaborate with others in learning situations by contributing questions,</p>

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					information, opinions, and ideas using a variety of media and formats
				6.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)
<b>Research to Build and Present Knowledge</b>					
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Partial (implied)	NE implies that students conduct short research projects.	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)
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	6.1.6.e	Summarize, analyze, and synthesize informational text using main idea and supporting details
				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)
				6.4.1.b	Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)
W.6.9	Draw evidence from literary or informational texts to support				

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
analysis, reflection, and research.					
a. Apply grade 6 Reading standards to literature (e.g., "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").	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	6.1.6.p	Respond to text verbally, in writing, or artistically
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	6.1.6.p	Respond to text verbally, in writing, or artistically
<b>Range of Writing</b>					
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Partial (scope)	CC includes writing routinely for extended and shorter time frames.	6.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
				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)

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## Language Arts Alignment Study

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<b>Speaking and Listening Standards (SL)</b>				
<b>Comprehension and Collaboration</b>				
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.			
	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.	Weak	Content is similar, with significant differences in emphasis and phrasing.	6.1.6.p Respond to text verbally, in writing, or artistically
	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Not addressed		
	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Strong	Content is similar, with some differences in emphasis and phrasing.	6.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information  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

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	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Partial (scope)	CC includes demonstrating understanding through paraphrasing.	6.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)
				6.3.2.c	Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated
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.	Strong		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)
				6.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)
				6.3.2.c	Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated
SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Partial (specificity)	CC is more specific about evaluating the claims and argument present in a speaker’s message.	6.3.2.c	Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated
<b>Presentation of Knowledge and Ideas</b>					
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts,	Partial (specificity)	CC is more specific about the variety of techniques and purposes for	6.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
	and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		speaking.	setting 6.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Strong		6.3.1.c Utilize available media to enhance communication
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	Partial (specificity)	CC specifies demonstrating a command of formal English when appropriate.	6.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
<b>Language Standards (L)</b>				
<b>Conventions of Standard English</b>				
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Partial (specificity)	CC is more specific about conventions of grammar and usage in speaking and writing.	6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation) 6.3.1.a Communicate ideas and information in a manner appropriate for the purpose and

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
				setting	
b. Use intensive pronouns (e.g., myself, ourselves).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	6.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				6.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting
c. Recognize and correct inappropriate shifts in pronoun number and person.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	6.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				6.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	6.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				6.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to	Not addressed				

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				improve expression in conventional language.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Partial (specificity)	CC specifies conventions of punctuation.	6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
	b. Spell correctly.	Strong		6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
<b>Knowledge of Language</b>				
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
	a. Vary sentence patterns for meaning, reader/listener interest, and style.	Partial (specificity)	CC specifies varying sentence patterns for meaning, interest, and style.	5.2.1.b Generate a draft by: - Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity
				6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

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b. Maintain consistency in style and tone.	Not addressed			
<b>Vocabulary Acquisition and Use</b>				
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.				
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.	Strong			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
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Strong			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)  6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
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 speech.	Partial (scope)		CC includes using reference materials to determine pronunciation.	6.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus glossary)
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).	Weak		CC emphasizes verifying the meaning of a word or phrase, while NE emphasizes context clues and using reference materials.	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
				6.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus glossary)
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
a. Interpret figures of speech (e.g., personification) in context.	Strong		CC content for personification is in grade 6; NE content for personification is in grades 7–12. Rigor not rated because content is found in an example.	7.1.6.c	Analyze author’s use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)
				6.1.6.d	Interpret and explain the author’s use of literary devices (e.g., simile, metaphor, alliteration,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				onomatopoeia, imagery, rhythm)
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	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)
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.	Strong		Alignment is made to an organizing level in the NE standards.	6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

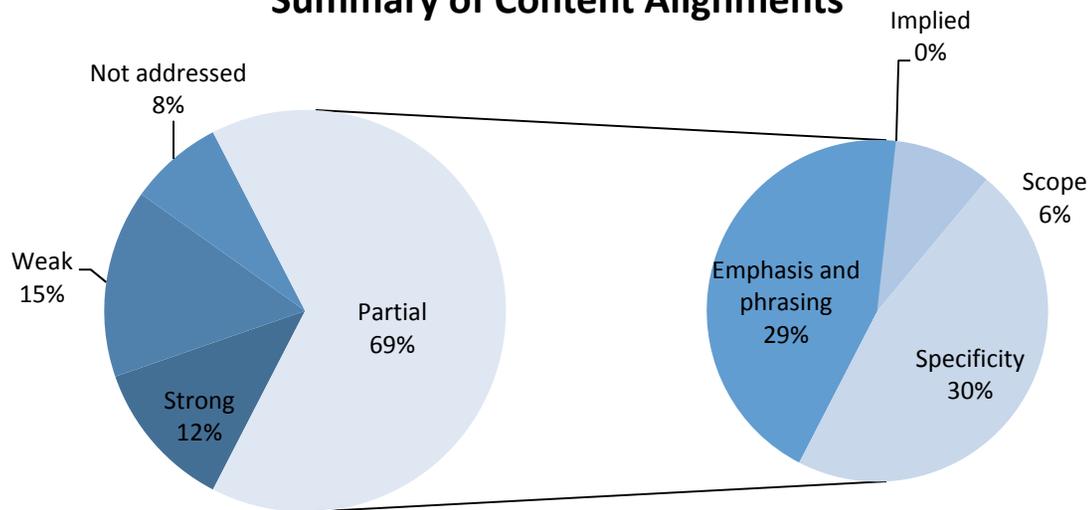
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# Language Arts Alignment Study

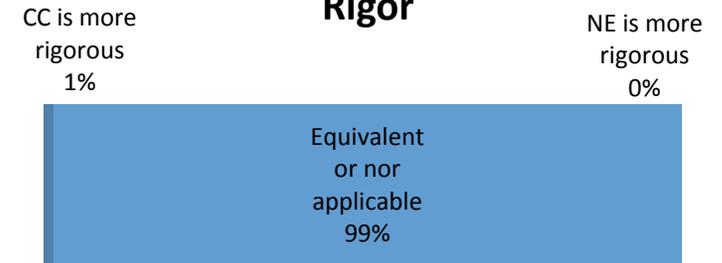
## Grade 7: How Common Core content is addressed in the Nebraska Standards

How well Nebraska language arts content is addressed in the Common Core 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 Common Core and Nebraska standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska indicator. A *Partial* match is assigned when the Common Core content either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska indicator, 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 Nebraska content by Common Core, the alignment is identified as *Weak*. Finally, if the content in Nebraska is not found in the Common Core, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. A indicator was counted more rigorous over the other when higher demands are made of students, either because mastery of content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.

### Summary of Content Alignments



### Rigor



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

Content in the documents was compared for the relative demands placed on students. The graph displays the percentage of indicators or standards that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two 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

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## Grade 7 Overview

Very few topics in the Common Core ELA-Literacy Standards are not also addressed by the Nebraska Standards for Language Arts. The topics not found in the Nebraska relate to comparing the portrayal of a subject in different media, collegial discussions with goals and roles, and the functions of phrases and clauses in sentences. Few topics in the Common Core are minimally addressed in the Nebraska standards, receiving a weak alignment rating. In most cases, weak alignments are due to significant differences in emphasis in the descriptions of reading strategies. Some Common Core standards are fully addressed in Nebraska and were rated strong. Strong alignments were found across all strands. In many of these cases, the Common Core standard is more specific than the Nebraska indicator, and so it was unclear whether students must address the same details as specified in the Common Core. Other partial alignments reflect differences between the standards documents in their emphasis and phrasing. For example, the Common Core emphasizes evaluating and writing arguments, while the Nebraska standards emphasize the writing process. In regards to rigor, the Common Core standards were found to require only one expectation at an earlier grade level than the Nebraska standards, and in no cases where the Nebraska standards found to be more rigorous.

Of the 66 rated standards in the Common Core for grade 7, 61 are addressed and only 5 are not addressed by the Nebraska Standards. Of those addressed, 8 are strong alignments, 43 are partial alignments, and 10 are weak alignments.

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Grade 7</b>				
<b>Reading Standard for Literature (RL)</b>				
<b>Key Ideas and Details</b>				
RL.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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	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  7.1.6.n Use examples and details to make inferences or logical predictions while previewing and reading text
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.	Partial (scope)	CC includes providing an objective summary of narrative text.	7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Partial (specificity)	CC is more specific about how to analyze narrative elements.	7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)
<b>Craft and Structure</b>				
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	7.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
	impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		CC content for rhymes and other repetitions of sounds is in grade 2 and 7. NE content for alliteration and rhythm is in grade 6.	6.1.6.d Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
RL.7.5	Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.	Partial (emphasis and phrasing)	CC emphasizes structural characteristics of literature, while NE emphasizes types of narrative and informational genres.	7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Partial (specificity)	CC specifies analyzing narratives for point of view.	7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
<b>Integration of Knowledge and Ideas</b>				
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Partial (specificity)	CC specifies comparing the characteristics of the same text presented in different mediums	7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
RL.7.8	(Not applicable to literature)			
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account	Partial (specificity)	CC specifies comparing fictional and historical texts to analyze narrative elements.	7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
	of the same period as a means of understanding how authors of fiction use or alter history.				development, conflict, point of view, theme)  7.1.6.1 Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading
<b>Range of Reading and Level of Text Complexity</b>					
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.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending literature for grades 6–8 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	7.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
<b>Reading Standards for Information (RI)</b>					
<b>Key Ideas and Details</b>					
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	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
				7.1.6.n	Use examples and details to make inferences or logical predictions while previewing and reading text
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	7.1.6.d	Summarize, analyze, and synthesize informational text using main idea and supporting details

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Weak	Content is similar, with significant differences in emphasis and phrasing.	7.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading  7.1.6.n Use examples and details to make inferences or logical predictions while previewing and reading text
<b>Craft and Structure</b>				
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Partial (scope)	CC includes analyzing the impact of word choice on meaning and tone.	7.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.  7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)
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.	Weak	CC emphasizes structural characteristics of text, while NE emphasizes types of informational genres.	7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
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.	Weak	CC emphasizes understanding an author's point of view or purpose, while NE emphasizes a developing a national and global multi-cultural perspective.	7.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Integration of Knowledge and Ideas</b>				
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Not addressed		
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, and perspective
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.	Partial (specificity)	CC specifies making connections between texts that address the same topic.	7.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading
<b>Range of Reading and Level of Text Complexity</b>				
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 end of the range.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending literary nonfiction for grades 6–8 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	7.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Writing Standards (W)</b>				
<b>Text Types and Purposes</b>				
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.			
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Partial (specificity)	CC is more specific about organizational structures used when writing arguments.	7.2.2.a	Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct)
			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)
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Partial (specificity)	CC is more specific about supporting details that are used when writing arguments.	7.2.1.b	Generate a draft by:  -Selecting and organizing ideas relevant to topic, purpose, and genre
			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)
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	7.2.1.b	Generate a draft by:  -Composing paragraphs with sentences of varying length and complexity avoiding fragments and

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					run-ons  -Using effective transitional words and cues to unify important ideas
d. Establish and maintain a formal style.	Not addressed				
e. Provide a concluding statement or section that follows from and supports the argument presented.	Partial (specificity)		CC is more specific about conclusions that are used when writing arguments. CC content for conclusions is in grades 4–12; NE content for conclusions is in grade 6.	6.2.1.b	Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition
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.				
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.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	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)
				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)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Partial (specificity)		CC is more specific about types of supporting details to develop the topic.	7.2.1.b	Generate a draft by:  -Selecting and organizing ideas relevant to topic, purpose, and genre
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	7.2.1.b	Generate a draft by:  -Using effective transitional words and cues to unify important ideas
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Weak		Alignment is made to an organizing level in the NE standards Content is similar, with significant differences in emphasis and phrasing.	7.1.5  7.1.5.b	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.  Relate new grade level vocabulary to prior knowledge and use in new situations.
e. Establish and maintain a formal style.	Not addressed				
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Partial (specificity)		CC is more specific about conclusions that are used when writing about information. CC content for conclusions is in grades 4–12; NE content for conclusions is in grade 6.	6.2.1.b	Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-				

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
structured event sequences.				
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.	Partial (specificity)		CC is more specific about the organizational structure of a narrative.	7.2.2.a Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct)  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)
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Partial (specificity)		CC specifies narrative techniques that are characteristic of narrative writing.	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)
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	7.2.1.b Generate a draft by:  -Using effective transitional words and cues to unify important ideas
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Weak		Content is similar, with significant differences in emphasis and phrasing.	7.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Partial (specificity)		CC is more specific about conclusions that are used when writing narratives. CC content for conclusions is in grades 4–12; NE	6.2.1.b Generate a draft by:  -Concluding with detailed summary linked to the purpose of

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
			content for conclusions is in grade 6.	the composition
<b>Production and Distribution of Writing</b>				
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.)	Strong		<p>7.2.2.a Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct)</p> <p>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)</p> <p>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)</p>
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.)	Strong		<p>7.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions</p> <p>7.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p> <p>7.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others’ feedback to improve own writing</p>

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				7.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
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 linking to and citing sources.	Partial (scope)	CC includes using technology to link to and cite sources.	7.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions  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)  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 formats  7.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)  7.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
tools)					
<b>Research to Build and Present Knowledge</b>					
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.	Partial (specificity)	NE specifies short research projects and focusing questions for further research.	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)
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	7.1.6.d	Summarize, analyze, and synthesize informational text using main idea and supporting details
				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)
				7.4.1.b	Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				
	a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	7.1.6.o	Respond to text verbally, in writing, or artistically

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				of the same period as a means of understanding how authors of fiction use or alter history").
b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims").	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	7.1.6.o Respond to text verbally, in writing, or artistically
<b>Range of Writing</b>				
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Partial (scope)	CC includes writing routinely for extended and shorter time frames.	7.2.2.a Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct)  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)
<b>Speaking and Listening Standards (SL)</b>				
<b>Comprehension and Collaboration</b>				
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			

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
their own clearly.				
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.	Weak		Content is similar, with significant differences in emphasis and phrasing.	7.1.6.o Respond to text verbally, in writing, or artistically
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Not addressed			
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	7.3.2.b Listen and ask probing questions to elicit information  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 formats
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	Weak		Content is similar, with significant differences in emphasis and phrasing	7.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated  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

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	7.3.2.a	Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)
				7.3.2.c	Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated
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.	Partial (specificity)	CC is more specific about evaluating the claims and argument present in a speaker’s message.	7.3.2.c	Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated
<b>Presentation of Knowledge and Ideas</b>					
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Partial (specificity)	CC is more specific about speaking techniques appropriate for an oral presentation.	7.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting
				7.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Strong		7.3.1.c	Utilize available media to enhance communication

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## Language Arts Alignment Study

Common Core Standards		Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	Partial (specificity)		CC specifies demonstrating a command of formal English when appropriate.	7.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations
<b>Language Standards (L)</b>						
<b>Conventions of Standard English</b>						
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
	a. Explain the function of phrases and clauses in general and their function in specific sentences.	Not addressed				
	b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	7.2.1.b	Generate a draft by:  -Composing paragraphs with sentences of varying length and complexity avoiding fragments and run-ons  -Using effective transitional words and cues to unify important ideas
	c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Weak		CC includes correcting misplaced and dangling modifiers. CC emphasizes the placement of phrases and clauses, while NE emphasizes varying lengths and complexity of sentences.	7.2.1.b	Generate a draft by:  -Composing paragraphs with sentences of varying length and complexity avoiding fragments and

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
run-ons				
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	Partial (specificity)	CC specifies conventions of punctuation.	7.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
	b. Spell correctly.	Strong		7.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
<b>Knowledge of Language</b>				
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Partial (specificity)	CC is more specific about word choice.	7.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
<b>Vocabulary Acquisition and Use</b>				
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.			

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
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.	Strong			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
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	Strong			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
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.	Weak		CC specifies using general and specialized reference materials. CC includes using reference materials to determine pronunciation or part of speech.	7.1.5.e Determine meaning using print and digital reference materials
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).	Weak		CC emphasizes verifying the meaning of a word or phrase, while NE emphasizes context clues and using reference materials.	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

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				determine meaning of unknown words
				7.1.5.e Determine meaning using print and digital reference materials
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
	a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Partial (specificity)	CC	CC specifies literary, biblical, and mythological allusions. CC content for allusions is in grade 7; NE content for allusions is in grade 12.
				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, mood, transitional devices)
				7.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)
	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.
				7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)
	c. Distinguish among the connotations (associations) of words with similar denotations	Strong		
				7.1.5.d Analyze semantic relationships (e.g., figurative language,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
(definitions) (e.g., refined, respectful, polite, diplomatic, condescending).				connotations, subtle distinctions)
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.	Strong	Alignment is made to an organizing level in the NE standards.	7.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

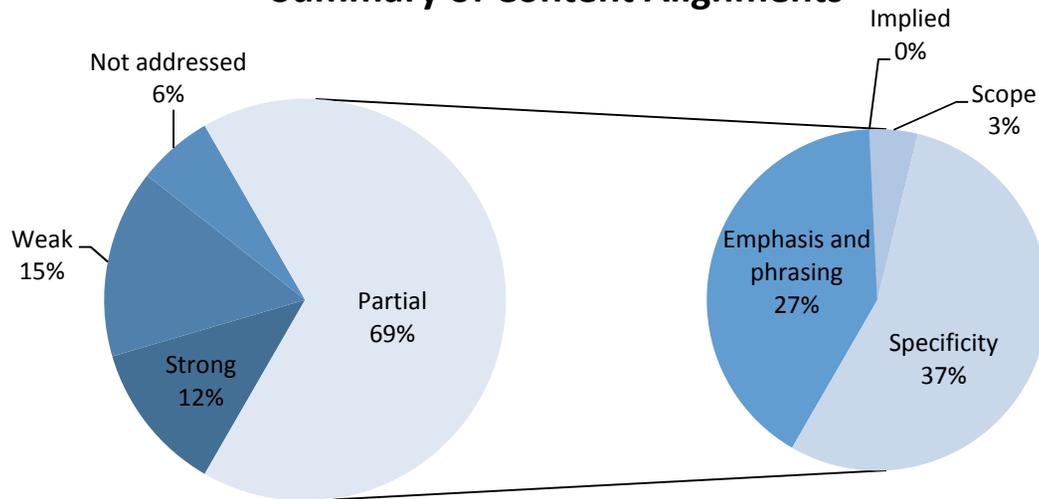
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# Language Arts Alignment Study

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

How well Nebraska language arts content is addressed in the Common Core 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 Common Core and Nebraska standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska indicator. A *Partial* match is assigned when the Common Core content either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska indicator, 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 Nebraska content by Common Core, the alignment is identified as *Weak*. Finally, if the content in Nebraska is not found in the Common Core, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. A indicator was counted more rigorous over the other when higher demands are made of students, either because mastery of content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.

### Summary of Content Alignments



### Rigor



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

Content in the documents was compared for the relative demands placed on students. The graph displays the percentage of indicators or standards that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two 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

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## Grade 8 Overview

Very few topics in the Common Core ELA-Literacy Standards are not also addressed by the Nebraska Standards for Language Arts. The topics not found in the Nebraska standards relate to establishing and maintaining a formal writing style, and the functions of verbals in sentences. Few topics in the Common Core are minimally addressed in the Nebraska standards, receiving a weak alignment rating. In most cases, weak alignments are due to significant differences in emphasis in the descriptions of reading and writing strategies. Some Common Core standards are fully addressed in Nebraska and were rated strong. Strong alignments were found throughout the grade, but particularly within the Language strand, which addresses vocabulary and grammar and convention skills. In many of these cases, the Common Core standard is more specific than the Nebraska indicator, and so it was unclear whether students must address the same details as specified in the Common Core. Other partial alignments reflect differences between the standards documents in their emphasis and phrasing. For example, the Common Core emphasizes evaluating and writing arguments, while the Nebraska standards emphasize the writing process. In regards to rigor, neither the Common Core nor the Nebraska standards were found to have differences in relative difficulty or grade placement.

Of the 67 rated standards in the Common Core for grade 8, 63 are addressed and only 4 are not addressed by the Nebraska Standards. Of those addressed, 8 are strong alignments, 44 are partial alignments, and 11 are weak alignments.

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
<b>Grade 8</b>					
<b>Reading Standard for Literature (RL)</b>					
<b>Key Ideas and Details</b>					
RL.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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	8.1.6.j	Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers
				8.1.6.n	Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
RL.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.	Partial (scope)	CC includes providing an objective summary of narrative text.	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)
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.	Partial (specificity)	CC includes analyzing dialogue. CC is more specific about how to analyze narrative elements.	8.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
<b>Craft and Structure</b>					
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Weak	CC is more specific about analyzing diction and its effects on tone and voice. CC includes allusions.	8.1.6.c	Analyze author’s use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)
				8.1.5.d	Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)
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 meaning and style.	Partial (specificity)	CC specifies comparing the structural characteristics of two or more narrative texts.	8.1.6.g	Analyze and make inferences based on the characteristics of narrative and informational genres
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.	Partial (specificity)	CC specifies analyzing narratives for point of view.	8.1.6.g	Analyze and make inferences based on the characteristics of narrative and informational genres
<b>Integration of Knowledge and Ideas</b>					
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Partial (specificity)	CC specifies comparing the characteristics of the same text presented in different mediums.	8.1.6.g	Analyze and make inferences based on the characteristics of narrative and informational genres

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
RL.8.8	(Not applicable to literature)				
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.	Partial (specificity)	CC specifies analyzing how elements of narrative texts draw on patterns of events and character types in earlier works.	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)
				8.1.6.l	Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading
<b>Range of Reading and Level of Text Complexity</b>					
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.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending literature for grades 6–8 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	8.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
<b>Reading Standards for Information (RI)</b>					
<b>Key Ideas and Details</b>					
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	8.1.6.j	Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
				8.1.6.n	Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	8.1.6.d	Summarize, analyze, and synthesize informational text using main idea and supporting details
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Partial (specificity)	CC emphasizes making connections among elements within a text, while NE emphasizes making connections to prior knowledge and synthesizing information.	8.1.6.l	Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading
				8.1.6.n	Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
<b>Craft and Structure</b>					
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Partial (scope)	CC includes analogies and allusions.	8.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.
				8.1.5.d	Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)
RI.8.5	Analyze in detail the structure of a specific paragraph in a text,	Weak	CC emphasizes structural characteristics of text, while NE	8.1.6.g	Analyze and make inferences based on the characteristics of

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
	including the role of particular sentences in developing and refining a key concept.		emphasizes types of informational genres.	narrative and informational genres
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.	Weak	Content is similar, with significant differences in emphasis and phrasing.	8.1.6.h Analyze a variety of genres for the social, historical, cultural, and biographical influences  8.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective
<b>Integration of Knowledge and Ideas</b>				
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Weak	Content is similar, with significant differences in emphasis and phrasing.	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)
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	8.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources
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.	Weak	Content is similar, with significant differences in emphasis and phrasing.	8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details  8.1.6.n Make complex or abstract inferences or predictions by synthesizing information while

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# Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
previewing and reading text				
<b>Range of Reading and Level of Text Complexity</b>				
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.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending literary nonfiction for grades 6–8 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	8.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
<b>Writing Standards (W)</b>				
<b>Text Types and Purposes</b>				
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.			
	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Strong		8.2.1.b Generate a draft by:  -Defining and stating a thesis  -Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
				8.2.2.a Write in a variety of genres, considering purpose and audience
				8.2.2.c Select and apply an organizational structure appropriate to the task (e.g., problem/solution,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				persuasion)
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Weak		CC includes supporting claims with logical reasoning and evidence. Content is similar, with significant differences in emphasis and phrasing.	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)
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Weak		Content is similar, with significant differences in emphasis and phrasing.	8.2.1.b Generate a draft by:  -Identifying and using parallelism to present items in a series and items juxtaposed for emphasis
d. Establish and maintain a formal style.	Not addressed			
e. Provide a concluding statement or section that follows from and supports the argument presented.	Partial (specificity)		CC is more specific about conclusions that are used when writing arguments. CC content for conclusions is in grades 4–12; NE content for conclusions is in grade 6.	6.2.1.b Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition
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.				
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	8.2.1.b Generate a draft by:  -Defining and stating a thesis

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.				<p>-Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience</p> <p>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)</p> <p>8.2.2.c Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)</p>
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Weak		CC includes supporting claims with logical reasoning and evidence. Content is similar, with significant differences in emphasis and phrasing.	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)
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing. CC content for transitions is in grades 4–12; NE content for transitions is in grades 7 and 8.	7.2.1.b Generate a draft by:  -Using effective transitional words and cues to unify important ideas
d. Use precise language and domain-specific vocabulary to	Partial (emphasis and phrasing)		Alignment is made to an organizing level in the NE standards. CC is more	8.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
inform about or explain the topic.			specific about word choice.	vocabulary.  8.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
e. Establish and maintain a formal style.	Not addressed			
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Partial (specificity)		CC is more specific about conclusions that are used when writing about information. CC content for conclusions is in grades 4–12; NE content for conclusions is in grade 6.	6.2.1.b Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				
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.	Partial (specificity)		CC is more specific about the organizational structure of a narrative.	8.2.2.a Write in a variety of genres, considering purpose and audience  8.2.2.c Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or	Partial (specificity)		CC specifies narrative techniques that are characteristic of narrative writing.	8.2.2.b Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
characters.				web page/blog)
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing. CC content for transitions is in grades 4–12; NE content for transitions is in grades 7 and 8.	7.2.1.b Generate a draft by:  -Using effective transitional words and cues to unify important ideas
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Partial (specificity)		CC is more specific about word choice.	6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Partial (specificity)		CC is more specific about conclusions that are used when writing narratives. CC content for conclusions is in grades 4–12; NE content for conclusions is in grade 6.	6.2.1.b Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition
<b>Production and Distribution of Writing</b>				
W.8.4	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.)	Strong		8.2.2.a Write in a variety of genres, considering purpose and audience  8.2.2.c Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed	Strong		8.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				writing, answer questions, and synthesize information
	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.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
				8.2.1.d Provide oral, written, and electronic feedback to other writers; utilize others’ feedback to improve own writing
				8.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	8.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information
				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)
				8.3.3.b Interact and collaborate with others in learning situations by contributing questions,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					information, opinions, and ideas using a variety of media and formats
				8.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)
<b>Research to Build and Present Knowledge</b>					
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.	Partial (specificity)	NE specifies short research projects and generating additional questions.	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)
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	8.1.6.d	Summarize, analyze, and synthesize informational text using main idea and supporting details
				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)
				8.4.1.b	Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards <small>(publication guidelines)</small>
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
a. Apply grade 8 Reading standards to literature (e.g., "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").	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	8.1.6.o Respond to text verbally, in writing, or artistically
b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	8.1.6.o Respond to text verbally, in writing, or artistically
<b>Range of Writing</b>				
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Partial (scope)	CC includes writing routinely for extended and shorter time frames.	8.2.2.a Write in a variety of genres, considering purpose and audience  8.2.2.b Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
web page/blog)					
<b>Speaking and Listening Standards (SL)</b>					
<b>Comprehension and Collaboration</b>					
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.				
	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.	Partial (specificity)	CC is more specific about responding to texts verbally.	8.1.6.o	Respond to text verbally, in writing, or artistically
	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Not addressed			
	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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	8.3.2.b  8.3.3.b	Listen and ask questions concerning the speaker's content, delivery and purpose.  Interact and collaborate with others in learning situations by contributing questions,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					information, opinions, and ideas using a variety of media and formats
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.	Weak		Content is similar, with significant differences in emphasis and phrasing	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
				8.3.2.c	Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated
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.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	8.3.2.a	Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)
				8.3.2.c	Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated
				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)
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the	Partial (specificity)		CC is more specific about evaluating the claims and argument present in a speaker's message.	8.3.2.c	Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
evidence and identifying when irrelevant evidence is introduced.					
<b>Presentation of Knowledge and Ideas</b>					
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.	Partial (specificity)	CC is more specific about speaking techniques appropriate for an oral presentation.	8.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting
				8.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Strong		8.3.1.c	Utilize available media to enhance communication
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	Partial (specificity)	CC specifies demonstrating a command of formal English when appropriate.	8.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations
<b>Language Standards (L)</b>					
<b>Conventions of Standard English</b>					
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Not addressed				
b. Form and use verbs in the active and passive voice.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	8.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				8.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	8.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				8.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting
d. Recognize and correct inappropriate shifts in verb voice and mood.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	8.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
				8.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Partial (specificity)		CC specifies conventions of punctuation.	8.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
b. Use an ellipsis to indicate an omission.	Partial (specificity)		CC specifies conventions of punctuation.	8.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
c. Spell correctly.	Strong			8.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
<b>Knowledge of Language</b>				
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Partial (specificity)		CC is more specific about verb choice.	7.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Vocabulary Acquisition and Use</b>				
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.			
	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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	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)
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Strong		8.1.5.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
	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.	Weak	CC specifies using general and specialized reference materials. CC includes using reference materials to determine pronunciation or part of speech.	8.1.5.e Determine meaning using print and digital reference materials
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or	Weak	CC emphasizes verifying the meaning of a word or phrase, while NE emphasizes context clues and using	8.1.5.c Select a context clue strategy to determine meaning of unknown words appropriate to text (e.g., restatement, example, gloss,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
in a dictionary).			reference materials.	annotation, sidebar)
				8.1.5.e Determine meaning using print and digital reference materials
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	Partial (specificity)		CC specifies verbal irony and puns.	8.1.6.c Analyze author’s use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)
b. Use the relationship between particular words to better understand each of the words.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Strong			8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)
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.	Strong		Alignment is made to an organizing level in the NE standards.	8.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

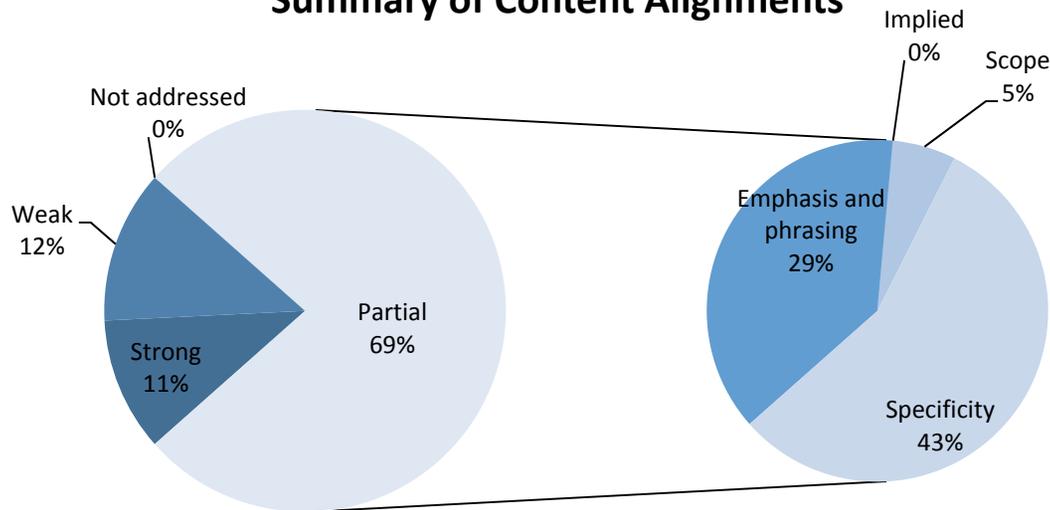
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# Language Arts Alignment Study

## Grades 9–10: How Common Core content is addressed in the Nebraska Standards

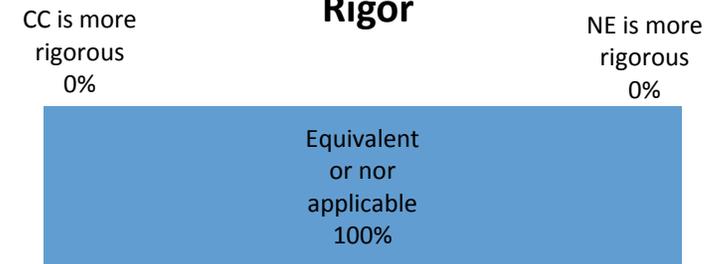
How well Nebraska language arts content is addressed in the Common Core standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. **Content alignment** characterizes the nature of the content match between the Common Core and Nebraska standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska indicator. A *Partial* match is assigned when the Common Core content either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska indicator, 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 Nebraska content by Common Core, the alignment is identified as *Weak*. Finally, if the content in Nebraska is not found in the Common Core, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. A indicator was counted more rigorous over the other when higher demands are made of students, either because mastery of 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 Nebraska standards addressed content found in the Common Core. See above for a discussion about the alignment categories.

### Rigor



Content in the documents was compared for the relative demands placed on students. The graph displays the percentage of indicators or standards that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two 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

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## Grades 9–10 Overview

All topics in the Common Core ELA-Literacy Standards are addressed by the Nebraska Standards for Language Arts. Few topics in the Common Core are minimally addressed in the Nebraska standards, receiving a weak alignment rating. In most cases, weak alignments are due to significant differences in emphasis in the descriptions of reading and writing strategies. Some Common Core standards are fully addressed in Nebraska and were rated strong. Strong alignments were found primarily in the Writing and Language strands. In many of these cases, the Common Core standard is more specific than the Nebraska indicator, and so it was unclear whether students must address the same details as specified in the Common Core. Other partial alignments reflect differences between the standards documents in their emphasis and phrasing. For example, the Nebraska standards emphasize the writing process, while the Common Core standards emphasize the characteristics of student writing within three major types: argument, expository, and narratives. In regards to rigor, neither the Common Core nor the Nebraska standards were found to have differences in relative difficulty or grade placement.

Of the 65 rated standards in the Common Core for grades 9–10, all are addressed by the Nebraska Standards. 7 are strong alignments, 50 are partial alignments, and 8 are weak alignments.

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Grades 9–10</b>				
<b>Reading Standard for Literature (RL)</b>				
<b>Key Ideas and Details</b>				
RL.9–10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers  12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
RL.9–10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Partial (scope)	CC includes providing an objective summary of narrative text.	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)
RL.9–10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance	Partial (specificity)	CC is more specific about analyzing characters.	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)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
the plot or develop the theme.				
<b>Craft and Structure</b>				
RL.9–10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Weak	CC is more specific about the stylistic device of word choices. CC emphasizes diction and its effects on tone and voice, while NE emphasizes a variety of literary devices.	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, mood, transitional devices)
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.	Partial (specificity)	CC specifies comparing the structural characteristics of two or more narrative texts.	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
RL.9–10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Partial (specificity)	CC specifies analyzing narratives for point of view.	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
<b>Integration of Knowledge and Ideas</b>				
RL.9–10.7	Analyze the representation of a subject or a key scene in two	Partial	CC specifies comparing the characteristics of texts presented in	12.1.6.g Analyze, evaluate, and make inferences based on the

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
	different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	(specificity)	different mediums		characteristics of narrative and informational genres and provide evidence from the text to support understanding
RL.9–10.8	(Not applicable to literature)				
RL.9–10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Partial (specificity)	CC specifies analyzing how elements of narrative texts draw on patterns of events and character types in earlier works.	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)
				12.1.6.l	Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading
<b>Range of Reading and Level of Text Complexity</b>					
RL.9–10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending literature for grades 9–10 as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	8.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
and proficiently.				
<b>Reading Standards for Informational Text (RI)</b>				
<b>Key Ideas and Details</b>				
RI.9–10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers  12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
RI.9–10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	12.1.6.d Summarize, analyze, synthesize, and evaluate informational text
RI.9–10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and	Partial (specificity)	CC emphasizes making connections among elements within a text, while NE emphasizes making connections to prior knowledge and synthesizing information.	12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
	developed, and the connections that are drawn between them.			12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
<b>Craft and Structure</b>				
RI.9–10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.  12.1.5.d Use semantic relationships to evaluate, defend, and make judgments
RI.9–10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Partial (specificity)	CC is more specific about the structural characteristics of informational texts.	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
RI.9–10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Weak	Content is similar, with significant differences in emphasis and phrasing.	12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres
<b>Integration of Knowledge and Ideas</b>				
RI.9–10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life	Weak	Content is similar, with significant differences in emphasis and phrasing.	12.4.1.f Gather and share information and opinions as a result of communication with others (e.g.,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
	story in both print and multimedia), determining which details are emphasized in each account.				video/audio chat, interview, podcast, multi-media presentations)  12.1.6.d Summarize, analyze, synthesize, and evaluate informational text
RI.9–10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	12.1.6.a	Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources
RI.9–10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Partial (specificity)	CC is more specific about the kinds of texts to analyze.	12.1.6.d	Summarize, analyze, synthesize, and evaluate informational text
<b>Range of Reading and Level of Text Complexity</b>					
RI.9–10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending literary nonfiction for grades 9–10 as determined by the CC text complexity model, while NE emphasizes	12.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.			students comprehending grade level text.	grade level text.

### Writing Standards (W)

#### Text Types and Purposes

W.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Partial (scope)		CC includes distinguishing a claim from alternative or opposing claims.	12.2.1.b	Generate a draft by:  -Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject  -Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
				12.2.2.a	Write in a variety of genres, considering purpose, audience, medium, and available technology
				12.2.2.c	Select and apply an organizational structure appropriate to the task

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Partial (specificity)		CC is more specific about how to defend claims.	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)
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.2.1.b	Generate a draft by:  -Applying standard rules of sentence formation, including parallel structure and subordination
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Weak		CC includes establishing and maintaining a formal style and objective tone. Content is similar, with significant differences in emphasis and phrasing.	12.2.2.a	Write in a variety of genres, considering purpose, audience, medium, and available technology
e. Provide a concluding statement or section that follows from and supports the argument presented.	Partial (specificity)		CC is more specific about conclusions that are used when writing arguments.  CC content for conclusions is in grades 4–12; NE content for conclusions is in grade 6.	12.2.2.c  6.2.1.b	Select and apply an organizational structure appropriate to the task  Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
W.9–10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	<p>12.2.1.b Generate a draft by:</p> <ul style="list-style-type: none"> <li>-Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject</li> <li>-Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience</li> </ul> <p>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)</p> <p>12.2.2.c Select and apply an organizational structure appropriate to the task</p>
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions,	Weak		CC includes supporting topic with specific types of supporting evidence. Content is similar, with significant	12.4.1.a Select and use multiple resources to answer questions and defend conclusions using valid

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			differences in emphasis and phrasing.	information (e.g., print, subscription databases, web resources)
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.2.1.b Generate a draft by:  -Applying standard rules of sentence formation, including parallel structure and subordination
			CC content for transitions is in grades 4–12; NE content for transitions is in grades 7 and 8.	7.2.1.b Generate a draft by:  -Using effective transitional words and cues to unify important ideas
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Partial (specificity)		Alignment is made to an organizing level in the NE standards. CC is more specific about word choice.	12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.
				12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Weak		CC includes establishing and maintaining a formal style and objective tone. Content is similar, with significant differences in emphasis and phrasing.	12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Partial (specificity)		CC is more specific about conclusions that are used when writing arguments.	12.2.2.c	Select and apply an organizational structure appropriate to the task
			CC content for conclusions is in grades 4–12; NE content for conclusions is in grade 6.	6.2.1.b	Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition
W.9–10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Partial (specificity)		CC is more specific about the organizational structure of a narrative.	12.2.2.a	Write in a variety of genres, considering purpose, audience, medium, and available technology
				12.2.2.c	Select and apply an organizational structure appropriate to the task
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Partial (specificity)		CC specifies narrative techniques that are characteristic of narrative writing.	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)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Partial (specificity)		CC is more specific about the organizational structure of a narrative.	12.2.2.c	Select and apply an organizational structure appropriate to the task
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Partial (specificity)		Alignment is made to an organizing level in the NE standards. CC is more specific about word choice.	12.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Partial (specificity)		CC is more specific about conclusions that are used when writing narratives.  CC content for conclusions is in grades 4–12; NE content for conclusions is in grade 6.	12.2.2.c  6.2.1.b	Select and apply an organizational structure appropriate to the task  Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition
<b>Production and Distribution of Writing</b>					
W.9–10.4	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.)	Strong		12.2.2.a  12.2.2.c	Write in a variety of genres, considering purpose, audience, medium, and available technology  Select and apply an organizational structure appropriate to the task
W.9–10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a	Strong		12.2.1.a	Select and use appropriate prewriting tools to generate and organize information, guide

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<p>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 9–10.)</p>				<p>writing, answer questions, and synthesize information</p>
				<p>12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p>
				<p>12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others’ feedback to improve own writing</p>
				<p>12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p>
<p>W.9–10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Partial (emphasis and phrasing)</p>		<p>Content is similar, with some differences in emphasis and phrasing.</p>	<p>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)</p> <p>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 use of words)</p> <p>12.4.1.g Use social networks and information tools to gather and</p>

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				share information (e.g., social bookmarking, online collaborative tools, web page/blog)
<b>Research to Build and Present Knowledge</b>				
W.9–10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generate 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.	Partial (specificity)	NE specifies short research projects and generating additional questions.	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)
W.9–10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	12.1.6.d Summarize, analyze, synthesize, and evaluate informational text  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)  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)
W.9–10.9	Draw evidence from literary or informational texts to support			

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
analysis, reflection, and research.					
a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.1.6.o	Respond to text verbally, in writing, or artistically
b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.1.6.o	Respond to text verbally, in writing, or artistically
<b>Range of Writing</b>					
W.9–10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Partial (scope)	CC includes writing routinely for extended and shorter time frames.	12.2.2.a	Write in a variety of genres, considering purpose, audience, medium, and available technology
				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

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# Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
application essay)				
<b>Speaking and Listening Standards (SL)</b>				
<b>Comprehension and Collaboration</b>				
SL.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.			
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.	Partial (specificity)	CC is more specific about responding to texts verbally.	12.1.6.o Respond to text verbally, in writing, or artistically
b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Weak	CC includes setting rules, goals, and deadlines. Content is similar, with significant differences in emphasis and phrasing.	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 use of words)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.3.2.b	Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations
				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 use of words)
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.3.2.b	Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations
				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 use of words)
SL.9–10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	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)
				12.4.1.e	While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement,

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					television ad, radio ad, movie, body image, sexism)
SL.9–10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Partial (emphasis and phrasing)	CC emphasizes evaluating a speaker’s arguments, while NE emphasizes evaluating media messages.	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)
<b>Presentation of Knowledge and Ideas</b>					
SL.9–10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Partial (specificity)	CC is more specific about speaking techniques appropriate for an oral presentation.	12.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting
				12.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations
SL.9–10.5	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 interest.	Strong		12.3.1.c	Utilize available media to enhance communication
SL.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10	Partial (specificity)	CC specifies demonstrating a command of formal English when appropriate.	12.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
Language standards 1 and 3 for specific expectations.)				
<b>Language Standards (L)</b>				
<b>Conventions of Standard English</b>				
L.9–10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Use parallel structure.	Strong			12.2.1.b Generate a draft by:  -Applying standard rules of sentence formation, including parallel structure and subordination
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Partial (specificity)		CC is more specific about conventions of grammar and usage in speaking and writing.	12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)  12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
L.9–10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Partial (specificity)		CC specifies conventions of punctuation.	12.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
b. Use a colon to introduce a list or quotation.	Partial (specificity)		CC specifies conventions of punctuation.	12.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
c. Spell correctly.	Strong			12.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

### Knowledge of Language

L.9–10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.	Strong			12.2.2.a	Write in a variety of genres, considering purpose, audience, medium, and available technology
				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)

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Vocabulary Acquisition</b>				
L.9–10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.				
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Partial (specificity)		CC is more specific about vocabulary strategies.	12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Partial (specificity)		CC is more specific about vocabulary strategies.	12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text
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, its part of speech, or its etymology.	Weak		CC specifies using general and specialized reference materials. CC includes using reference materials to determine pronunciation or part of speech.	12.1.5.e Determine meaning using print and digital reference materials
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking	Partial (specificity)		CC is more specific about vocabulary strategies.	12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
	the inferred meaning in context or in a dictionary).			12.1.5.e	Determine meaning using print and digital reference materials
L.9–10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Partial (specificity)	CC specifies euphemism.	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, mood, transitional devices)
	b. Analyze nuances in the meaning of words with similar denotations.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	12.1.5.d	Use semantic relationships to evaluate, defend, and make judgments
				12.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting
L.9–10.6	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	Strong	Alignment is made to an organizing level in the NE standards.	12.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

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## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
important to comprehension or expression.				

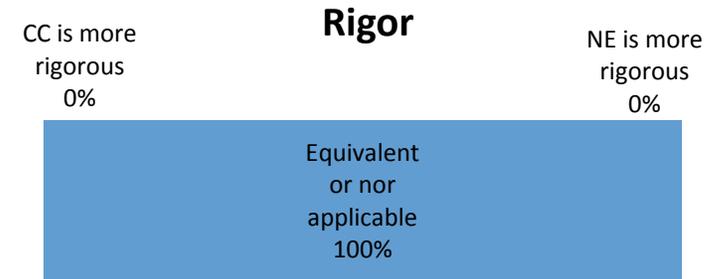
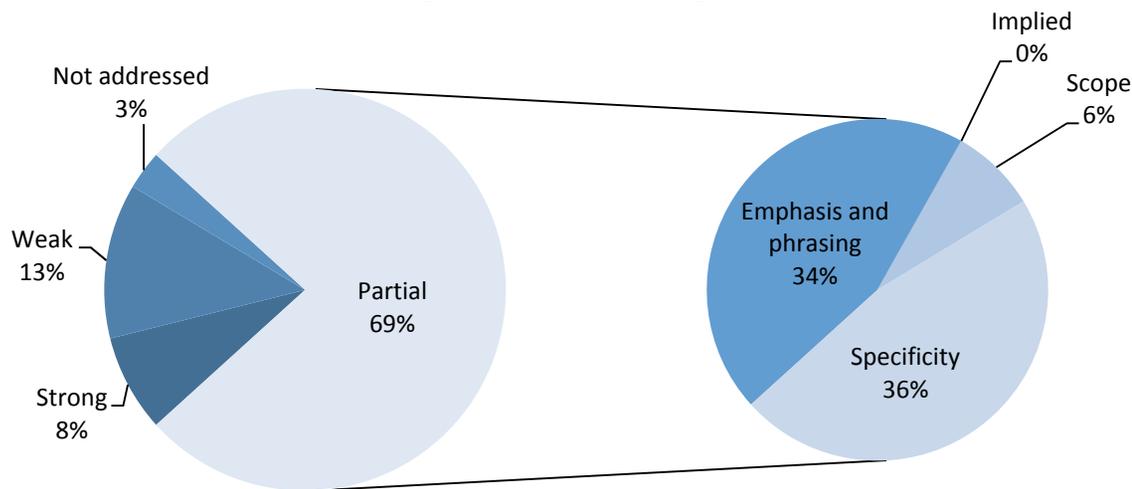
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# Language Arts Alignment Study

## Grades 11–12: How Common Core content is addressed in the Nebraska Standards

How well Nebraska language arts content is addressed in the Common Core 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 Common Core and Nebraska standards. A *Strong* match indicates Common Core fully addresses the content of the Nebraska indicator. A *Partial* match is assigned when the Common Core content either does not offer the same level of *Specificity* as the Nebraska indicator, does not cover the complete *Scope* of the Nebraska indicator, 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 Nebraska content by Common Core, the alignment is identified as *Weak*. Finally, if the content in Nebraska is not found in the Common Core, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. A indicator was counted more rigorous over the other when higher demands are made of students, either because mastery of 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 Nebraska standards addressed content in the Common Core. See above for a discussion about the alignment categories.

Content in the documents was compared for the relative demands placed on students. The graph displays the percentage of indicators or standards that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two 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

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## Grades 11–12 Overview

Very few topics in the Common Core ELA-Literacy Standards are not also addressed by the Nebraska Standards for Language Arts. The topics not found in the Nebraska standards relate to evaluating author’s point of view in an informational text and knowing that language usage changes over time and is contested. Few topics in the Common Core are minimally addressed in the Nebraska standards, receiving a weak alignment rating. In most cases, weak alignments are due to significant differences in emphasis in the descriptions of reading and writing strategies. Some Common Core standards are fully addressed in Nebraska and were rated strong. Strong alignments were found primarily in the Writing and Language strands. In many of these cases, the Common Core standard is more specific than the Nebraska indicator, and so it was unclear whether students must address the same details as specified in the Common Core. Other partial alignments reflect differences between the standards documents in their emphasis and phrasing. For example, the Nebraska standards emphasize the writing process, while the Common Core standards emphasize the characteristics of student writing within three major types: argument, expository, and narratives. In regards to rigor, neither the Common Core nor the Nebraska standards were found to have differences in relative difficulty or grade placement.

Of the 64 rated standards in the Common Core for grades 11–12, 62 are addressed and only 2 are not addressed by the Nebraska Standards. Of those addressed, 5 are strong alignments, 49 are partial alignments, and 8 are weak alignments.

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Grades 11–12</b>				
<b>Reading Standard for Literature (RL)</b>				
<b>Key Ideas and Details</b>				
RL.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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers  12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
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 the text.	Partial (scope)	CC includes providing an objective summary of narrative text.	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)
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).	Partial (specificity)	CC is more specific about analyzing characters.	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)

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Craft and Structure</b>				
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.)	Weak	CC is more specific about the stylistic device of word choices. CC emphasizes diction and its effects on tone and voice, while NE emphasizes a variety of literary devices.	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, mood, transitional devices)
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.	Partial (specificity)	CC specifies comparing the structural characteristics narrative texts.	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
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).	Partial (specificity)	CC specifies analyzing narratives for point of view.	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
<b>Integration of Knowledge and Ideas</b>				
RL.9–10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or	Partial (specificity)	CC specifies comparing the characteristics of texts presented in different mediums	12.1.6.g Analyze, evaluate, and make inferences based on the characteristics of narrative and informational genres and provide

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
	absent in each treatment (e.g., Auden’s "Musée des Beaux Arts" and Breughel’s Landscape with the Fall of Icarus).				evidence from the text to support understanding
RL.11–12.8	(Not applicable to literature)				
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.	Partial (specificity)	CC specifies analyzing how elements of narrative texts of the same period treat similar themes or topics. .	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)
				12.1.6.l	Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading
Range of Reading and Level of Text Complexity					
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.	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending literature for grades11-CCR as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	8.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
<b>Reading Standards for Informational Text (RI)</b>					
<b>Key Ideas and Details</b>					
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	12.1.6.j	Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers
				12.1.6.n	Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	12.1.6.d	Summarize, analyze, synthesize, and evaluate informational text
RI.11–12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Partial (specificity)	CC emphasizes making connections among elements within a text, while NE emphasizes making connections to prior knowledge and synthesizing information.	12.1.6.l	Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading
				12.1.6.n	Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<b>Craft and Structure</b>				
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).	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.  12.1.5.d Use semantic relationships to evaluate, defend, and make judgments
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.	Partial (specificity)	CC is more specific about the structural characteristics of informational texts.	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
RI.11–12.6	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.	Not addressed		
<b>Integration of Knowledge and Ideas</b>				
RI.11–12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Weak	Content is similar, with significant differences in emphasis and phrasing.	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)  12.1.6.d Summarize, analyze, synthesize,

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
					and evaluate informational text
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 Federalist, presidential addresses).	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	12.1.6.a	Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources
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.	Partial (specificity)	CC is more specific about the kinds of texts to analyze.	12.1.6.d	Summarize, analyze, synthesize, and evaluate informational text
<b>Range of Reading and Level of Text Complexity</b>					
RI.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	Partial (emphasis and phrasing)	Alignment is made to an organizing level in the NE standards. CC emphasizes students comprehending literary nonfiction for grades 11-CCR as determined by the CC text complexity model, while NE emphasizes students comprehending grade level text.	12.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

# Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
11–CCR text complexity band independently and proficiently.				
<b>Writing Standards (W)</b>				
<b>Text Types and Purposes</b>				
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.			
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.	Partial (scope)	CC includes distinguishing a claim from alternative or opposing claims.	12.2.1.b	Generate a draft by:  -Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject  -Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
			12.2.2.a	Write in a variety of genres, considering purpose, audience, medium, and available technology
			12.2.2.c	Select and apply an organizational structure appropriate to the task
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner	Partial (specificity)	CC is more specific about how to defend claims.	12.4.1.a	Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				resources)
that anticipates the audience’s knowledge level, concerns, values, and possible biases.				
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.2.1.b Generate a draft by:  -Applying standard rules of sentence formation, including parallel structure and subordination
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Weak		CC includes establishing and maintaining a formal style and objective tone. Content is similar, with significant differences in emphasis and phrasing.	12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology
e. Provide a concluding statement or section that follows from and supports the argument presented.	Partial (specificity)		CC is more specific about conclusions that are used when writing arguments.  CC content for conclusions is in grades 4–12; NE content for conclusions is in grade 6.	12.2.2.c Select and apply an organizational structure appropriate to the task  6.2.1.b Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition
W.11–12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and				

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
analysis of content.				
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.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	<p>12.2.1.b Generate a draft by:</p> <ul style="list-style-type: none"> <li>-Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject</li> <li>-Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience</li> </ul>
				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)
				12.2.2.c Select and apply an organizational structure appropriate to the task
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	Weak		CC includes developing a topic and supporting it with specific types of evidence. Content is similar, with significant differences in emphasis and phrasing.	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)
c. Use appropriate and varied transitions and syntax to link the major sections of the text,	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.2.1.b Generate a draft by:
				-Applying standard rules of sentence formation, including

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
create cohesion, and clarify the relationships among complex ideas and concepts.				parallel structure and subordination
			CC content for transitions is in grades 4–12; NE content for transitions is in grades 7 and 8.	7.2.1.b Generate a draft by:  -Using effective transitional words and cues to unify important ideas
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Partial (emphasis and phrasing)		Alignment is made to an organizing level in the NE standards. CC is more specific about word choice.	12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.  12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Weak		CC includes establishing and maintaining a formal style and objective tone. Content is similar, with significant differences in emphasis and phrasing.	12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Partial (specificity)		CC is more specific about conclusions that are used when writing arguments.  CC content for conclusions is in grades 4–12; NE content for conclusions is in grade 6.	12.2.2.c Select and apply an organizational structure appropriate to the task  6.2.1.b Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition
W.11–12.3	Write narratives to develop real or imagined experiences or events using effective technique,			

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
well-chosen details, and well-structured event sequences.				
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Partial (specificity)		CC is more specific about the organizational structure of a narrative.	12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology  12.2.2.c Select and apply an organizational structure appropriate to the task
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Partial (specificity)		CC specifies narrative techniques that are characteristic of narrative writing.	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)
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	Partial (specificity)		CC is more specific about the organizational structure of a narrative.	12.2.2.c Select and apply an organizational structure appropriate to the task
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Partial (emphasis and phrasing)		Alignment is made to an organizing level in the NE standards. CC is more specific about word choice.	12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Partial (specificity)		CC is more specific about conclusions that are used when writing narratives.	12.2.2.c Select and apply an organizational structure appropriate to the task
			CC content for conclusions is in grades 4–12; NE content for conclusions is in grade 6.	6.2.1.b Generate a draft by:  -Concluding with detailed summary linked to the purpose of the composition
<b>Production and Distribution of Writing</b>				
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.)	Strong			12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology
				12.2.2.c Select and apply an organizational structure appropriate to the task
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.)	Strong			12.2.1.a Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information
				12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
				12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others’ feedback to improve own writing
				12.2.1.e Edit writing for format and conventions (e.g., spelling,

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				capitalization, grammar, punctuation)
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.	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	<p>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)</p> <p>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 use of words)</p> <p>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)</p>
<b>Research to Build and Present Knowledge</b>				
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.	Partial (specificity)	NE specifies short research projects and generating additional questions.	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)

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
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.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.1.6.d	Summarize, analyze, synthesize, and evaluate informational text
				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)
				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)
W.11–12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.					
a. Apply grades 11–12 Reading standards to literature (e.g., “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”).	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.1.6.o	Respond to text verbally, in writing, or artistically
b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.1.6.o	Respond to text verbally, in writing, or artistically

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
<p>of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).</p>				
<b>Range of Writing</b>				
W.11–12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Partial (scope)	CC includes writing routinely for extended and shorter time frames.	<p>12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology</p> <p>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)</p>
<b>Comprehension and Collaboration</b>				
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.			
	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	Partial (emphasis and phrasing)	CC is more specific about responding to texts verbally.	12.1.6.o Respond to text verbally, in writing, or artistically

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
				b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
	Weak		CC includes setting rules, goals, and deadlines. Content is similar, with significant differences in emphasis and phrasing.	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 use of words)
				c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations  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 use of words)
				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.
	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations  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 use of words)
SL.11–2.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually,	Partial (emphasis and phrasing)	Content is similar, with some differences in emphasis and phrasing.	12.3.2.a Apply listening skills needed to summarize and evaluate information given in multiple

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
	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.e situations and modalities (e.g., video, audio, distance, one-to-one, group) 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)
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.	Partial (emphasis and phrasing)	CC emphasizes evaluating a speaker’s arguments, while NE emphasizes evaluating media messages.	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)
<b>Presentation of Knowledge and Ideas</b>				
SL.11–2.4	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.	Partial (specificity)	CC is more specific about speaking techniques appropriate for an oral presentation.	12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting  12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations
SL.11–2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of	Strong		12.3.1.c Utilize available media to enhance communication

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards
				findings, reasoning, and evidence and to add interest.
SL.11–2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	Partial (specificity)	CC specifies demonstrating a command of formal English when appropriate.	12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations
<b>Language Standards (L)</b>				
<b>Conventions of Standard English</b>				
L.11–12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Not addressed		
	b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	Partial (scope)	CC includes resolving issues of complex or contested usage.	12.1.5.e Determine meaning using print and digital reference materials
L.11–12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			

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Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
a. Observe hyphenation conventions.	Partial (specificity)		CC specifies conventions of punctuation.	12.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
b. Spell correctly.	Strong			12.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

### Knowledge of Language

L.11–12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Weak		CC includes using references to guide use of syntax and using syntax when reading.	12.1.5.e	Determine meaning using print and digital reference materials
				12.2.1.b	Generate a draft by:  -Applying standard rules of sentence formation, including parallel structure and subordination
				12.2.2.a	Write in a variety of genres, considering purpose, audience, medium, and available technology

### Vocabulary Acquisition

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,

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
choosing flexibly from a range of strategies.					
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Partial (specificity)		CC is more specific about vocabulary strategies.	12.1.5.c	Independently apply appropriate strategy to determine meaning of unknown words in text
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	Partial (specificity)		CC is more specific about vocabulary strategies.	12.1.5.c	Independently apply appropriate strategy to determine meaning of unknown words in text
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, its part of speech, its etymology, or its standard usage.	Weak		CC specifies using general and specialized reference materials. CC includes using reference materials to determine pronunciation or part of speech.	12.1.5.e	Determine meaning using print and digital reference materials
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).	Partial (specificity)		CC is more specific about vocabulary strategies.	12.1.5.c	Independently apply appropriate strategy to determine meaning of unknown words in text
				12.1.5.e	Determine meaning using print and digital reference materials
L.11–12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				

## Language Arts Alignment Study

Common Core Standards	Content Alignment	More Rigor*	Comments	Nebraska Language Arts Standards	
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	Partial (specificity)		CC specifies hyperbole and paradox.	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, mood, transitional devices)
b. Analyze nuances in the meaning of words with similar denotations.	Partial (emphasis and phrasing)		Content is similar, with some differences in emphasis and phrasing.	12.1.5.d  12.3.1.a	Use semantic relationships to evaluate, defend, and make judgments  Communicate ideas and information in a manner appropriate for the purpose and setting
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.	Strong		Alignment is made to an organizing level in the NE standards.	12.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.