

Nebraska



Reading Standards with Extended Indicators and Clarifications

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

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

Overview

Introduction

Literacy is defined as the ability to use language to read, write, listen, and speak at a level that lets one understand and communicate ideas in a learned society, so as to take part in that society (Harris, T. L. & Hodges, R.E., [1995]. The Literacy Dictionary: The Vocabulary of Reading and Writing. Newark: International Reading Association).

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

Students with Significant Intellectual Disabilities

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

Background in Literacy and Students with Significant Intellectual Disabilities

Students with significant intellectual disabilities first gained mandated access to the general curriculum through the Individuals with Disabilities Education Act Amendments (IDEA) of 1997 (PL 105-17), with further access guaranteed following the passage of the No Child Left Behind Act (NCLB) of 2001 (PL 107-110). The No Child Left Behind Act was a reauthorization of the Elementary and Secondary Education Act of 1965 (PL 89-10). NCLB required states to

- 1) establish challenging standards aligned with the general education curriculum.

- 2) develop an assessment program that measures student progress against those standards in the areas of reading/language arts and math.
- 3) hold schools accountable for ensuring that students achieve the standards.

An important part of NCLB is the regulation that all children, including those with the most significant intellectual disabilities, make adequate yearly progress (AYP) toward achieving grade-level standards (U.S. Department of Education, 2004). Progress is monitored using alternate assessments reflecting alternate achievement standards and/or extended indicators (Center for Literacy and Disabilities Studies, University of North Carolina at Chapel Hill, 2009). Nebraska students' progress is measured through the Nebraska State Accountability (NeSA) tests.



The Role of Extended Indicators

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

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

Alternate Assessment Determination Guidelines

The student taking a NeSA Alternate Assessment is characterized by significant limitations both in intellectual functioning and adaptive behavior which is expressed in conceptual, social, and practical adaptive skills and that originates before age 18 (American Association of Intellectual and Developmental Disabilities, 2009). It is important to recognize the huge disparity of skills possessed by students taking an alternate assessment and to consider the uniqueness of each child.

Thus, the IEP team must consider all of the following guidelines when determining the appropriateness of a curriculum based on Extended Indicators and the use of the NeSA Alternate Assessment.

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

The Nebraska Department of Education’s technical assistance document *“IEP Team Decision Making Guidelines – Nebraska State Accountability (NeSA) Tests for Students with Disabilities”* provides additional information on selecting appropriate NeSA assessments for students with disabilities. <http://www.nde.state.ne.us/sped/assessment.html>

Nebraska Rule 51 00707A2 requires a “statement of measurable annual goals, including academic and functional goals, designed to

007.07A2a Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum...”

Nebraska Rule 51 007.07A7 requires the student’s IEP to include...”a statement of why:

007.07A7a The child cannot participate in the regular assessment; and

007.07A7b The particular alternate assessment selected is appropriate for the child;...”

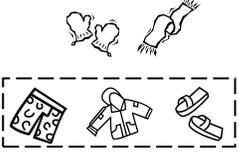
Nebraska Third Grade Reading Standards and Extended Indicators for Students with Significant Disabilities

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

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

Indicator	LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meanings (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	
Extended Indicator	LAE 3.1.5.a Identify plural words and illustrations that show more than one	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • When presented with objects or pictures, the student will differentiate between one object and multiple objects. <ul style="list-style-type: none"> ➤ The student recognizes that adding the letter “s” to a word (noun) will make it “more than one” (plural). <p>Teacher Note: Students should be exposed to the word/phrase “one” and “more than one”.</p>
Indicator	LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words	
Extended Indicator	LAE 3.1.5.c Use context clues (e.g., differences between letters and numbers, sentence clues, re-reading) and text feature (e.g., graphs, illustrations) to determine meaning of unknown words	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • When presented with an unknown word, the student will use context clues (re-read the sentence, sound out the letters in the word, look at other words in the sentence) to determine the meaning of the word. • When presented with an unknown word, the student will use text features (e.g., pictures, charts, titles) to determine the meaning of the unfamiliar word.

Indicator	LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)	
Extended Indicator	LAE 3.1.5.d Categorize illustrations or words (e.g., food, animals, transportation)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> When presented with several pictures, objects, or words the student will identify and/or sort them into separate groups. <ul style="list-style-type: none"> ➤ Example: cat, hat, coat, dog, shoe, cow The student will identify words that belong in the animal group. ➤ Example: Here are some mittens and a scarf. The student will determine which additional item (sandals, shorts, coat) belongs in the group of winter clothing. 

COMPREHENSION

LA 3.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 3.1.6.a Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension	
Extended Indicator	LAE 3.1.6.a Recognize that authors communicate their thoughts through writing	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> The student will recognize himself as an author by communicating an idea or story visually with others. <ul style="list-style-type: none"> ➤ Example: The student uses technology to tell others about his favorite toy. His story is printed for others to read. ➤ Example: The student draws a picture to tell a story and explains the picture to others. ➤ Example: The student’s ideas are recorded on paper by a scribe. The student and/or teacher will read it aloud.
Indicator	LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)	
Extended Indicator	LAE 3.1.6.b Identify elements of narrative text (e.g., main character)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> When reading narrative (fictional) text, students will identify the most important person/animal/character .

Indicator	LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details	
Extended Indicator	LAE 3.1.6.c Recall basic facts from narrative text (e.g., characters)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> After reading a narrative (fictional) text, the student will retell the story in their own words including the main character. <ul style="list-style-type: none"> ➤ Example: “Fred is a little brown mouse. He is looking for a home in the country. One day he runs into a barn and finds corn to eat and straw to sleep on. “This is a great place!” said Fred. “I will make this my home.” After reading this story, the student indicates it is about a mouse.
Indicator	LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)	
Extended Indicator	LAE 3.1.6.d Identify the literary device, onomatopoeia	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> Students will identify words representing sounds in a phrase, sentence or story. <ul style="list-style-type: none"> ➤ Example: The balloon went <u>bang</u> when it popped. <p>Teacher Note: Students aren’t expected to recognize the specific terms for literary devices.</p>
Indicator	LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details	
Extended Indicator	LAE 3.1.6.e Identify the main idea from an informational text	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> When reading informational (non-fiction) text, student will identify the main idea. <ul style="list-style-type: none"> ➤ Example: “Carrots have lots of vitamins. They make you strong and healthy.” From this information, the student determines that carrots are good for people. <p>Teacher Note: Students should be exposed to the term “paragraph”.</p>
Indicator	LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)	
Extended Indicator	LAE 3.1.6.f Identify the first event in a three- step organizational pattern in informational text using illustrations	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> Given a series of informational pictures, the student will determine which picture illustrates what happens first. <ul style="list-style-type: none"> ➤ After reading an informational text, students identifies what happened first.

Indicator	LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)	
Extended Indicator	LAE 3.1.6.g Apply knowledge of text features to gain meaning (e.g., matching illustration to text or illustration to illustration)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> Students will utilize pictures, graphs, and charts to gain additional information and meaning from a text. <ul style="list-style-type: none"> ➤ Example: After reading the story “Ron likes snacks. His favorite flavor is chocolate.”, the student looks at the picture and determines that Ron’s favorite snack is chocolate ice cream. 
Indicator	LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	
Extended Indicator	LAE 3.1.6.h Recognize informational (nonfiction) genre	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> When given two pictures, objects, or texts, students will recognize/distinguish between real and make believe. <ul style="list-style-type: none"> ➤ Example: Given this picture, the student determines which is a real tree.  <p>Teacher Note: Students should be exposed to the terms “real” and “make believe”</p>
Indicator	LA 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	
Extended Indicator	LAE 3.1.6.j Answer literal questions using information from the text	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> After reading a text, students will answer questions that are directly answered in the text. <ul style="list-style-type: none"> ➤ Example: “ Marge wore a red shirt to school. It was very pretty.” The student will know that Marge’s shirt is red.

Nebraska Fourth Grade Reading Standards and Extended Indicators

for Students with Significant Disabilities

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

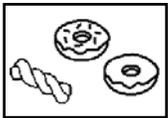
LA 4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

Indicator	LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meanings (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)	
Extended Indicator	LAE 4.1.5.a Identify singular and plural illustrations and words representing nouns	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> When presented with objects or pictures the student will differentiate between one object and multiple objects. The student will identify that adding the letter “s” to a word (noun) will make it “more than one” (plural) <p>Teacher Note: Students should be exposed to the terms “one” and “more than one”.</p>
Indicator	LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words	
Extended Indicator	LAE 4.1.5.c Use context clues (e.g., identify the illustration that corresponds to the unknown word, sentence clues, re-reading) and text features (e.g., graphs, illustrations, title of a text, maps) to determine meaning of unknown words	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> When presented with an unknown word, the student will use context clues (re-read the sentence, sound out the letters in the word, look at other words in the sentence) and text features (e.g., pictures, charts, titles) to determine the meaning of the unfamiliar word.
Indicator	LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)	
Extended Indicator	LAE 4.1.5.d Identify word patterns/families (e.g., pat, sat, hat...)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> The student will identify words that have a semantic relationship. <ul style="list-style-type: none"> ➤ Example: Given simple word cards, the student sorts the cards by an indicated category (e.g., words starting with the same letter, rhyming words, CVC words).

COMPREHENSION

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

Indicator	LA 4.1.6.a Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author’s perspective (e.g., beliefs, assumptions, biases) influences text	
Extended Indicator	LAE 4.1.6.a Identify author’s purpose through the feelings of the reader (e.g., happy, sad, scared)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • The student will identify why the author wrote a given text by determining how it made the student feel when reading the text. <ul style="list-style-type: none"> ➤ Example: The student and teacher read a joke book and laugh at some of the jokes together. The student determines that the author wrote the book to make him/her happy or laugh. ➤ Example: After looking at a picture book with goblins and ghosts, the student determines the pictures were scary and the author was trying to scare people.
Indicator	LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)	
Extended Indicator	LAE 4.1.6.b Identify elements of narrative text (e.g., main character, setting)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • When reading a narrative text the student will identify the most important person/animal/character. • The student will identify where a fictional story took place (e.g., at the park, at a beach, in the forest).
Indicator	LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details	
Extended Indicator	LAE 4.1.6.c Recall basic facts from narrative text (e.g., characters and setting)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • After reading a narrative (fictional) text, the student will retell the story in their own words including the main character and setting. <ul style="list-style-type: none"> ➤ Example: After reading the following story, the student is asked what the story was about and says that it is about a mouse in a barn. <p style="margin-left: 20px;">“Fred is a little brown mouse. He is looking for a home in the country. One day he runs into a barn and finds corn to eat and straw to sleep on. “This is a great place!” said Fred. “I will make this my home.”</p>

Indicator	LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	
Extended Indicator	LAE 4.1.6.d Identify the literary device of imagery by matching descriptions to illustrations	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> The student will identify words representing sounds in a phrase, sentence, or story. <ul style="list-style-type: none"> ➤ Example: “The door went <u>screeeech</u> when it opened.” The student determines the sound word is screeech. The student will identify a picture representing information from a text. <ul style="list-style-type: none"> ➤ Example: “Jim ate a donut for breakfast this morning. It had white frosting with chocolate sprinkles all over it. It looked delicious!” Based on the description in the text, the student selects the correct donut from three given examples.  <p>Teacher Note: Students aren’t expected to know the specific terms for literary devices such as onomatopoeia or imagery.</p>
Indicator	LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details	
Extended Indicator	LAE 4.1.6.e Identify the main idea from informational text	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> When reading informational (non-fiction) text, the student will identify what the text is mostly about. <p>Teacher Note: The student is not expected to know the term “main idea” if other terms such as “mostly about” is more appropriate for understanding.</p>
Indicator	LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	
Extended Indicator	LAE 4.1.6.f Identify the first and last event in a three-step organizational pattern in informational text using illustrations	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> After reading an informational text, the student will determine what happened first or what happened last. <ul style="list-style-type: none"> ➤ Example: Given four pictures of the events in a story, the student selects the picture that shows what happened first and/or what happened last. ➤ Example: Given three pictures (a rose wilting, a rose blooming, and a rose bud) the student will put them in correct sequence.
Indicator	LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)	
Extended Indicator	LAE 4.1.6.g Apply knowledge of text features to locate information on simple maps	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> The student will utilize maps, titles, and pictures to gain additional information and meaning from a text. <ul style="list-style-type: none"> ➤ Example: The student looks at the title of the book, <u>The Big Black Dog</u>, to determine the color of the dog in the story is black.

Indicator	LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	
Extended Indicator	LAE 4.1.6.h Recognize narrative (fiction) genre	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> The student will determine if a given story, picture, or object is make believe. <p>Teacher Note: Students should be exposed to the terms “real” and “make believe”.</p>
Indicator	LA 4.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	
Extended Indicator	LAE 4.1.6.j Answer literal questions using information from the text	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> After reading an informational text, the student will answer questions that are directly answered in the text. <ul style="list-style-type: none"> ➤ Example: “Many times trees grow to be taller than houses.” The student will correctly answer the question, “Can trees grow taller than houses?”

Nebraska Fifth Grade Reading Standards and Extended Indicators for Students with Significant Disabilities

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

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

Indicator	LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meanings (e.g., affixes, abbreviations, parts of speech, word origins)	
Extended Indicator	LAE 5.1.5.a Identify the illustration or word representing parts of speech and word structure (e.g., contractions, action verbs, compound words)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • <i>Given a compound word, students will identify the two words that make up the compound word.</i> <ul style="list-style-type: none"> ➤ <i>Example: The student recognizes the word “boyfriend” is made from the two words “boy” and “friend”.</i> • <i>Given two words, one of them being “not”, the student will select the contraction that is made from those two words.</i> <ul style="list-style-type: none"> ➤ <i>Example: Given the words “can” and “not” and the contractions “isn’t, can’t, won’t”, the student determines that “can’t” is the correct contraction.</i> • <i>The student will identify a given word (noun) as a person, place or thing.</i> <ul style="list-style-type: none"> ➤ <i>Example: From the words “run, forest, jump” the student will determine that the word “forest” is a place.</i> • <i>The student will identify a word (adjective) that describes something.</i> <ul style="list-style-type: none"> ➤ <i>Example: “The fat caterpillar sat on the green leaf. The student will determine that the word “fat” describes the caterpillar and “green” describes the leaf.</i> <p>Teacher Note: Students are expected to understand the concepts for word structure elements, but not recognize the specific terms (e.g., compound, contractions, noun, adjective).</p>

Indicator	LA 5.1.5.c Select and apply context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures	
Extended Indicator	LAE 5.1.5.c Use context clues (e.g., illustrations that identify the meaning of an unknown word, sentence clues, re-reading) and text features (e.g., captions, graphs, illustrations, titles, maps, etc.) to determine meaning of unknown words in a variety of text structures	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> The student will use a variety of methods to determine an unfamiliar word and its meaning. <ul style="list-style-type: none"> ➤ Example: “ The girl’s <u>umbrella</u> was wet when she came in from the rain.” When reading the sentence with her teacher, t he student will determine the word “umbrella” by: <ol style="list-style-type: none"> 1) sounding it out, 2) looking at other words “wet” and “rain” in the sentence, and 3) looking at the picture. 
Indicator	LA 5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)	
Extended Indicator	LA 5.1.5.d Identify synonyms and antonyms using illustrations or words	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> Given a set of words or pictures, the student will identify the ones that mean the same. Given a set of words or pictures, students will identify the ones that mean the opposite. <p>Teacher Note: Students do not need to know the terms “synonym” or “antonym”, but will need to be exposed to the words “same” and “opposite”.</p>

COMPREHENSION

LA 5.1.6 Comprehension:

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

Indicator	LA 5.1.6.a Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, bias) influences text	
Extended Indicator	LAE 5.1.6.a Determine if the author’s purpose is to entertain	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> Given several different kinds of text, the student will determine which one is meant to entertain. <ul style="list-style-type: none"> ➤ Example: Given a math book, a story book, and a menu, the student will identify the story book as the one that entertains.

Indicator	LA 5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)	
Extended Indicator	LAE 5.1.6.b Identify elements of narrative text (e.g., main character, setting, and theme)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • When reading fiction, the student will recognize the most important person/animal/character. • The student will recognize where a story takes place (e.g., in the park, at the store, at the beach). • The student will recognize the theme of the text. <ul style="list-style-type: none"> ➤ Example: “Jim and Mary are friends. Jim gave Mary his balloon. Mary gave Jim a piece of her candy.” After reading this story, the student determines the lesson of the story is that friends share. <p>Teacher Note: The “theme” is defined as the message/lesson or moral the author is trying to tell. It is <u>not</u> the same as the main idea. The “main idea” is what the story is mostly about.</p> <p>The student is not expected to know the term “theme” if other terms such as “lesson” are more appropriate for understanding.</p>
Indicator	LA 5.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details	
Extended Indicator	LAE 5.1.6.c Recall basic facts from narrative text (e.g., characters, setting, theme)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • After reading a narrative (fictional) text, the student will retell the story in their own words including the main character, setting, and plot. <ul style="list-style-type: none"> ➤ Example: After reading the following story, the student is asked what the story was about and says that it is about a mouse that is looking for a home out in the country. He finds a barn to live in. <p>“Fred is a little brown mouse. He is looking for a home in the country. One day he runs into a barn and finds corn to eat and straw to sleep on. “This is a great place!” said Fred. “I will make this my home.”</p>

Indicator	LA 5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	
Extended Indicator	LAE 5.1.6.d Identify the literary devices of alliteration	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • The student will identify words representing sounds in a text. (onomatopoeia) <ul style="list-style-type: none"> ➤ Example: The door went <u>screeech</u> when it opened. The student recognizes the word “screeech” is a sound word. • The student will identify an object or picture from the word picture (imagery) in a text. <ul style="list-style-type: none"> ➤ Example: After reading the sentence “The beautiful butterfly lightly landed on the petals of the cheery, white daisy and took a nap.”, the student selects the first picture in the box as the one that matches the sentence. • The student will identify a sentence containing words beginning with the same sound (alliteration). <ul style="list-style-type: none"> ➤ Example: The student determines that this sentence “ <u>Silly Sam sings sassy songs.</u>” has words in it that all begin with the same letter. <p>Teacher Note: Students aren’t expected to recognize the specific terms for literary devices.</p>
Indicator	LA 5.1.6.e Summarize and analyze the main idea from informational text using supporting details	
Extended Indicator	LAE 5.1.6.e Identify the main idea from an informational text using supporting details	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • After reading informational text, the student will identify what the text was mostly about and give at least one detail to prove their idea. <ul style="list-style-type: none"> ➤ Example: “Dogs make good pets. Dogs love children. Dogs like to play with little boys and girls.” The student determines the main idea is dogs are good pets because dogs like to play with children. <p>Teacher Note: Students should be exposed to the word “paragraph”. Students do not need to know the words “main idea” and “supporting detail”.</p>



Indicator	LA 5.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	
Extended Indicator	LAE 5.1.6.f Sequence three events in informational text using illustrations	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> Given a series of pictures, the student will identify which picture shows what happened “first”, “middle”, and “last”. After reading informational text, the students will identify what happened “first”, “middle” and “last”. Given a series of pictures or after reading informational text, the student will determine what happens “before” or “after” a designated event. <ul style="list-style-type: none"> ➤ “John got an apple from the bowl. He washed the apple and cut it into pieces. Then he ate the apple.” The student recalls that after John washed the apple, he cut it into pieces. <p>Teacher Note: Students should be exposed to the words “before” and “after”.</p>
Indicator	LA 5.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)	
Extended Indicator	LAE 5.1.6.g Apply knowledge of text features to locate information on a schedule or chart	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> The student will use parts of a book (e.g., table of contents, index, pictures, headings) to find information or answer questions. <ul style="list-style-type: none"> ➤ Example: The student looks at the Table of Contents to determine on what page he can find something about dogs.
Indicator	LA 5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)	
Extended Indicator	LAE 5.1.6.h Discriminate between informational and narrative (fiction and nonfiction) genres	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> When given pictures or text the student will distinguish between “real” and “make-believe”. <ul style="list-style-type: none"> ➤ Example: After reading the titles of three books: <u>The Boy in the Bird Nest</u>, <u>How Birds Build Nests</u>, and <u>Birds are Colorful</u>, the student determines <u>The Boy in The Bird Nest</u> is make believe.
Indicator	LA 5.1.6.k Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources	
Extended Indicator	LAE 5.1.6.k Answer literal questions using information from the text to support answers	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> After reading an informational text, the student will answer questions directly answered in the text. <ul style="list-style-type: none"> ➤ Example: “The children had hamburgers, chips, and milk for lunch”. When asked the kind of sandwich the children ate, the student determines the children had hamburgers for lunch by reading the text.

Nebraska Sixth Grade Reading Standards and Extended Indicators

for Students with Significant Disabilities

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

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

Indicator	LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	
Extended Indicator	LAE 6.1.5.a Determine the meaning of words using roots, prefixes, and suffixes, including words in science, mathematics, and social studies	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • The student will recognize that common prefixes and suffixes change the meaning of words. <ul style="list-style-type: none"> ➤ Example: The student recognizes that “un” means “not,” and putting “un” at the beginning of the word gives the word the opposite meaning. ➤ Example: The student recognizes that adding “ed” to the end of a verb means it already happened. <p>Teacher note: The student needs to be familiar with the concepts in this standard, not the terms “root word”, “prefix”, and “suffix”</p>
Indicator	LA 6.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures	
Extended Indicator	LAE 6.1.5.c Use context clues (e.g., words, phrases and/or sentences) and text features (e.g., titles, illustrations, captions, maps) to determine meaning of unknown words in a variety of text structures	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • The student will determine the meaning of an unknown word in a text by using the words surrounding it, the sentences before and after the sentence with the unknown word, and/or the pictures with the text. <ul style="list-style-type: none"> ➤ Example: “Tyler tiptoed up behind his friend, Maria. When he put a rubber snake on Maria’s head, she was <u>startled</u>. Maria screamed and ran away!” <p>The student determines the meaning of the word startled means scared by: 1) looking at the words “tiptoed”, “snake”, “screamed”, and “ran away” in the sentences before and after the word “startled” and by 2) looking at the picture of Maria that is with the story.</p> <div style="text-align: right;">  </div>

Indicator	LA 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)	
Extended Indicator	LAE 6.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, comparisons)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • <i>The student will identify words that “mean the same” or “mean the opposite.”</i> <ul style="list-style-type: none"> ➢ <i>Example: Given the words “clean, dirty, filthy”, the student determines that “dirty” and “filthy” mean the same thing</i> ➢ <i>Example: Given several sets of words, the student determines that “up” and “down” mean the opposite.</i> <p style="text-align: center;"> <i>funny silly</i> <i>chair seat</i> <i>up down</i> </p> • The student will determine the meaning of an unknown word by comparing it to other words in the text. <ul style="list-style-type: none"> ➢ He was a very <u>energetic</u> boy who was always busy and moving around. The student would determine the meaning of energetic by comparing it to the words “busy and moving”. <p>Teacher Note: Students need to know the meaning of “same” and “opposite”. They do not need to know the specific terms “synonym, antonym, and comparison”.</p>

COMPREHENSION

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

Indicator	LA 6.1.6.a Explain how author’s purpose and perspective affect the meaning and reliability of the text	
Extended Indicator	LAE 6.1.6.a Determine if the author’s purpose is to inform	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • Given an informational paragraph, the student will identify the author’s purpose. <ul style="list-style-type: none"> ➢ Example: “Always be prepared when you go out to play in the sun. Take plenty of water to drink and put on sunscreen to protect you from burning.” The student determines that the author is telling/informing the reader on how to stay safe when playing in the sun. ➢ Given several books, the student reads at the titles and determines which book was written to inform. <p>Teacher Note: It is not necessary to use the word “inform” for this standard if students better understands the words “teach” or “tell about”.</p>

Indicator	LA 6.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)	
Extended Indicator	LAE 6.1.6.b Identify elements of narrative text (e.g., characters, setting, theme)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • When reading a narrative text, the student will identify the main characters. • When reading a narrative text, the student will identify the setting. • When reading a narrative text, the student will identify the theme. <ul style="list-style-type: none"> ➤ “Jim has many friends to play with. Jim and his friends go on hikes and play ball together. They share snacks and tell each other stories. Jim is glad he has so many good friends.” The student would determine that the theme of this text is “friends are important in life” <p>Teacher Note: The “theme” is defined as the message/lesson or moral the author is trying to tell. It is <u>not</u> the same as the main idea. The “main idea” is what the story is mostly about.</p>
Indicator	LA 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme	
Extended Indicator	LAE 6.1.6.c Recall basic facts from narrative text (e.g., characters, setting, theme, plot)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • After reading a narrative (fictional) text, the student will retell the story in their own words including the main character, setting, and plot. The student will retell the story in the proper sequence. <ul style="list-style-type: none"> ➤ Example: “Fred is a little brown mouse. He is looking for a home in the country. One day he runs into a barn and finds corn to eat and straw to sleep on. “This is a great place!” said Fred. “I will make this my home.” <p>After reading this text, the student indicates the story was about a mouse who wanted to find a house in the country. He found a barn and decided to live there.</p> <p>Teacher Note: The word “plot” is not required knowledge if another term is more appropriate for student understanding.</p>

Indicator	LA 6.1.6.d Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	
Extended Indicator	LAE 6.1.6.d Identify the use of literary devices in a narrative passage (e.g., metaphors, similes, comparisons)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • The student will identify examples of onomatopoeia (sound words), imagery (word pictures), and alliteration (words with the same beginning sounds). • The student will identify a comparison between two objects without using the words “like” or “as”. (metaphor) <ul style="list-style-type: none"> ➤ Example: “Jill was a pig when she ate all the dessert.” The student will describe how Jill and a pig are alike when they eat. • The student will identify a comparison between two objects using the words “like” or “as”. (simile) <ul style="list-style-type: none"> ➤ Example: “After swimming lessons, Jill was as hungry as a bear.” The student will describe how a bear is hungry and how Jill is like the bear. <p>Teacher Note: Knowing the terms “onomatopoeia, imagery, alliteration, metaphor, and simile” are not required for this standard.</p>
Indicator	LA 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details	
Extended Indicator	LAE 6.1.6.e Identify and retell the main idea from informational text	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • After reading informational text, the student will identify what the text was mostly about and give at least one detail to prove it is the main idea. <ul style="list-style-type: none"> ➤ Example: “Dogs make good pets. Dogs love children. Dogs like to play with little boys and girls.” The student determines the main idea is dogs are good pets because dogs like to play with children.
Indicator	LA 6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g. sequence, description, cause and effect, compare/contrast, fact/opinion)	
Extended Indicator	LAE 6.1.6.f Identify organizational patterns found in informational text (e.g., sequence, cause/effect, etc.)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • The student will identify the sequence of events in an informational text. <ul style="list-style-type: none"> ➤ Example: After reading an informational text about the formation of tornadoes, the student correctly sequence pictures from the text. ➤ Example: After reading an informational text about the tornadoes, the student recalls that after the air began to rotate, a funnel cloud appeared from the bottom of the clouds. • The student will identify the cause and effect described in an informational text. <ul style="list-style-type: none"> ➤ Example: “Smoking cigarettes is not healthy. It can cause teeth to turn yellow, people to cough, and cancer in people’s lungs.” The student identifies one effect of smoking is cancer.

Indicator	LA 6.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)	
Extended Indicator	LAE 6.1.6.g Use text features to locate information (e.g., maps, graphs, lists, illustrations, captions)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • The student will find information and answer questions using various text features. <ul style="list-style-type: none"> ➤ Example: The student uses a bar graph with a title, “Where People Live”, to determine if more people live in houses or apartments in their community. ➤ Example: The student reads the caption under a picture to determine the answer to a specific question.
Indicator	LA 6.1.6.h Distinguish between the defining characteristics of different narrative and informational genres (e.g. textbooks, myths, fantasies, science fiction, drama, periodicals, essays)	
Extended Indicator	LAE 6.1.6.h Identify a story book, text book, and magazine	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • When presented with multiple books and printed materials, the student will distinguish between fiction and nonfiction genres. <ul style="list-style-type: none"> ➤ Example: Given a comic book and a science book, the student determines that the comic book is make believe. ➤ Example: Given a newspaper and a book titled “A Giant Lives Next Door”, the student determines that the newspaper tells about real events/things.
Indicator	LA 6.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources	
Extended Indicator	LA6.1.6.k Answer literal questions using prior knowledge and supporting information from the text	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • After reading a text, the student will answer questions using information directly stated in the text. • After reading a text, the student will infer answers to questions when information is not directly stated in the text. <ul style="list-style-type: none"> ➤ Example: “Kim rode her new bike down a new gravel road. All of a sudden she spun out and hit the ground. She scraped her knees but was able to walk her bike home.” The student answers the question “What was Kim riding?” by indicating a bike. Example: When looking at a picture of a winter scene, the student infers that it is cold in the picture because there is snow.

Nebraska Seventh Grade Reading Standards and Extended Indicators

for Students with Significant Disabilities

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

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

Indicator	LA 7.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	
Extended Indicator	LAE 7.1.5.a Determine the meaning of words using roots, prefixes, suffixes, including words in science, mathematics, and social studies	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • The student will determine the root word when given a word with a prefix or suffix added. <ul style="list-style-type: none"> ➤ Example: When given the words “useful, useless, misuse”, the student determines the common root word “use”. ➤ Example: When given the word unhappy, the student determines the root word is “happy”. • The student will recognize that common prefixes and suffixes change the meaning of words. <ul style="list-style-type: none"> ➤ Example: The student will recognize adding the prefix “un” (not) to the word “tied” makes the word mean the opposite (untied – not tied) <p>Teacher Note: The student should be familiar with the term “root” or “root word”. The student needs to be familiar with the concepts prefix and suffix but not the specific terms.</p>
Indicator	LA 7.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words	
Extended Indicator	LAE 7.1.5.c Use context clues (e.g. word, phrase, and/or sentence) and text features (e.g., titles, illustrations, captions, tables, and maps) to determine meaning of unknown words	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • Given a sentence or paragraph, the student will use context clues to help recognize an unfamiliar word and what it means. <ul style="list-style-type: none"> ➤ Example: “I was <u>frustrated</u> after missing twenty free throws during basketball practice.” The student uses the phrase “missing twenty free throws” to help determine that frustrated means “upset”.

Indicator	LA 7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, and subtle distinctions)	
Extended Indicator	LAE 7.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, comparisons)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • The student will identify words that mean the same thing (synonyms). <ul style="list-style-type: none"> ➤ Example: “His room was dirty. It had piles of trash, dust, and crumbs all over the floor. The room was just filthy!” The student recognizes that the words filthy and dirty mean the same thing. ➤ Example: Given several pairs of words (beat-defeat, dodge-ball, friend-enemy) the student determines that “beat and defeat” mean the same thing. • The student will identify words that are opposite in meaning. <ul style="list-style-type: none"> ➤ Example: Given the word “lie” and several word cards, the student picks the card “truth” as the word that means the opposite of “lie”. <div style="display: flex; justify-content: center; gap: 20px; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">write</div> <div style="border: 1px solid black; padding: 2px 10px;">story</div> <div style="border: 1px solid black; padding: 2px 10px;">truth</div> </div> • The student will determine the meaning of an unknown word by comparing it to other words in the text. <ul style="list-style-type: none"> ➤ Example: “He is a very <u>energetic</u> boy who is always busy and moving around. The student determines the meaning of “energetic” by comparing it to the words “busy and moving”. ➤ “The dog is a <u>devoted</u> pet which always loves and stays with his master.” The student will determine the meaning of “devoted” by comparing it to the words “loves and always stays”.

COMPREHENSION

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

Indicator	LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective	
Extended Indicator	LAE 7.1.6.a Determine if the author's purpose is to entertain or inform the reader	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • The student will determine whether an author wrote a text to entertain him or to tell/teach him about something. <ul style="list-style-type: none"> ➤ Example: The student reads the book , <u>Riddles and Jokes</u>, with his teacher and determines that the writer wants to entertain him. ➤ Example: The student uses a text to speech accommodation and reads the following paragraph: "There are people who work underwater. They are called sponge divers. They look for sponges. This job is hard and may be dangerous. Divers must breathe underwater and be careful not to run out of oxygen." The student recognizes that the author wants to "tell/teach" him something about sponge divers. <p>Teacher Note: It is not necessary to use the word "inform" for this standard if students better understand the words "teach" or "tell about".</p>
Indicator	LA 7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)	
Extended Indicator	LAE 7.1.6.b Identify elements of narrative text (e.g., character(s), setting, plot [beginning, middle, & ending])	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • When reading a narrative text, the student will identify the main characters. • When reading a narrative text, the student will identify the setting. • When reading a narrative text, the student will identify the theme. <ul style="list-style-type: none"> ➤ "Jim has many friends to play with. Jim and his friends go on hikes and play ball together. They share snacks and tell each other stories. Jim is glad he has so many good friends." The student read the paragraph and determines t the theme of the text is "friends are nice to have" • When reading a narrative text, the student will identify the plot by retelling the story including the beginning, middle, and ending. <p>Teacher Note: The "theme" is defined as the message/lesson or moral the author is trying to tell. It is <u>not</u> the same as the main idea. The word "plot" is not required knowledge if another term is more appropriate for student understanding.</p>

Indicator	LA 7.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)	
Extended Indicator	LAE 7.1.6.c Identify the use of literary devices in a narrative passage (e.g., metaphors, similes, comparisons)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • The student will identify a comparison between two objects without using the words “like” or “as”. (metaphor) <ul style="list-style-type: none"> ➤ Example: “Jill was a pig when she ate all the dessert.” The student determines that Jill and a pig are alike because they both eat so much. • The student will identify a comparison between two objects using the words “like” or “as”. (simile) <ul style="list-style-type: none"> ➤ Example: “After swimming lessons, Jill was as hungry as a bear.” The student will determine that Jill and a bear are alike because they are both very hungry. • The student will identify an exaggeration written by the author in a text. (hyperbole) <ul style="list-style-type: none"> ➤ Example: “Pizza is my favorite food. In fact, I could eat a million pizzas in one day!” The student recognizes that the exaggeration “million” means a lot of pizza. <p>Teacher Note: Knowing the terms “simile”, “metaphor”, and “hyperbole” are not required for this standards if other terms are more appropriate for student understanding.</p>
Indicator	LA 7.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details	
Extended Indicator	LAE 7.1.6.d Identify the main idea from informational text	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • After reading informational text, the student will identify what the text was mostly about and give at least one detail to prove it is the main idea. <ul style="list-style-type: none"> ➤ Example: “Dogs make good pets. Dogs love children. Dogs like to play with little boys and girls.” The student determines the main idea of the text is “dogs are good pets because dogs like to play with children.”

Indicator	LA 7.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)	
Extended Indicator	LAE 7.1.6.e Identify organizational patterns found in informational text (e.g., sequence, cause-effect, comparisons)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • The student will identify the sequence of events in an informational text. <ul style="list-style-type: none"> ➤ Example: After reading an informational text about the formation of tornadoes, the student will correctly sequence pictures from the text. ➤ Example: After reading an informational text about tornadoes, the student will determine what happens after the air begins to rotate. • The student will identify the cause and effect described in an informational text. <ul style="list-style-type: none"> ➤ Example: “Smoking cigarettes is not healthy. It can cause coughing and even cancer. Teeth turn yellow and smoking causes a person to have bad breath.” The student identifies one cause for bad breath. • The student will identify a compare/contrast organizational pattern. <ul style="list-style-type: none"> ➤ In the sentence “The dog, like a cat, makes a good pet” the student will identify that a dog is like a cat. (compared) ➤ In the sentence “The dog, unlike the cat, likes to hide bones” the student will identify that the dog is not like a cat. (contrast) <p>Teacher Note: Common words for compare/contrast might include: like, both, the same as, unlike, instead, differ.</p>
Indicator	LA 7.1.6.f Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)	
Extended Indicator	LAE 7.1.6.f Use text features to locate information (e.g., graphs, lists, illustrations & captions, table of contents, maps)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • The student will find information and answer questions using various text features. <ul style="list-style-type: none"> ➤ Example: The student uses the bar graph titled “Where People Live” to determine if more people live in houses or apartments in their community. ➤ Example: The student reads the caption under a picture to determine the answer to a specific question. ➤ Example: The student uses a Table of Contents to locate the page on which a given topic is located.

Indicator	LA 7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)	
Extended Indicator	LAE 7.1.6.g Identify narrative and informational genres (e.g., storybook, text book, magazine, newspaper)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • When presented with multiple books and printed materials, the student will distinguish between fiction and nonfiction genres. <ul style="list-style-type: none"> ➤ Example: Given a comic book and a science book, the student determines that the comic book is make believe. ➤ Example: Given a newspaper and a book titled “A Giant Lives Next Door”, the student determines that the newspaper tells about real events/things. • The student will identify the type of printed material they would select for a given purpose. <ul style="list-style-type: none"> ➤ The student selects a storybook to read about something make believe, a newspaper to find out who won the football game last night, and a cookbook to find out how to make cookies, etc. <p>Teacher Note: The student is not expected to know the terms “narrative, informational, and genre” if standards if other terms are more appropriate for student understanding.</p>
Indicator	LA 7.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers	
Extended Indicator	LAE 7.1.6.j Answer literal questions using prior knowledge and supporting information from the text	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • After reading a text, the student will answer questions using information directly stated in the text. <ul style="list-style-type: none"> ➤ Example: “Kim rode her new bike down a new gravel road. All of a sudden she spun out and hit the ground. She scraped her knees but was able to walk her bike home.” Using the information in the text, the student answers “bike” to the question “What was Kim riding?”. • After reading a text, the student will infer answers to questions when the information is not directly stated in the text. <ul style="list-style-type: none"> ➤ Example: When looking at a picture of a winter scene, the student will know that it is cold in the picture.

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

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

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

Indicator	LA 8.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	
Extended Indicator	LAE 8.1.5.a Determine the meaning of words using roots, prefixes, and suffixes including words in science, mathematics, and social studies	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • The student will determine the root word when given a word(s) with a prefix or suffix added. <ul style="list-style-type: none"> ➤ Example: When given the words “taller and tallest” The student will determine the common root word is “tall”. ➤ Example: When given the word unhappy, the student will determine the root word is “happy”. • The student will recognize that common prefixes and suffixes change the meaning of words. <ul style="list-style-type: none"> ➤ Example: The student recognizes that adding “un” (not) to the word “tie” makes the word untie which is the opposite of “tie”. (not tied) ➤ Example: The student recognizes that adding the prefix “re” to the word “light” makes the word “relight” which means to light it again. <p>Teacher note: The student should know the term “root” or “root word”. The student needs to be familiar with the concepts prefix and suffix but not the specific terms if other terms are more appropriate for student understanding.</p>

Indicator	LA 8.1.5.c Select a context clue strategy to determine meaning of unknown words appropriate to text (e.g., restatement, example, gloss, annotations, sidebar)	
Extended Indicator	LAE 8.1.5.c Use context clues (e.g., word, phrase, sentence and/or paragraph clues) and text features (e.g., titles, illustrations, captions, headings, tables, and maps) to determine meaning of unknown words appropriate to text	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • The student will use text features (e.g. graphs, charts, illustrations, titles/headings) and content in the text to determine the meaning of unfamiliar words. <ul style="list-style-type: none"> ➤ Example: “The boys went to the <u>aquarium</u>. They saw an octopus, shark, and a dolphin.” After reading this sentence, the student will determine the meaning of the word “aquarium” by using the context clues “octopus, shark, dolphin” found in the sentence. ➤ Example: “The eighth graders like to read <u>biographies</u>.” Next to this sentence is a bar graph titled “Books Student’s Like to Read” with bars labeled Abe Lincoln, Martin Luther King Jr., and Amelia Earhart. The student determines the meaning of the word “biographies” by looking at the books on the bar graph. • Given a sentence or paragraph, the student will use context clues to help recognize an unfamiliar word and what it means. <ul style="list-style-type: none"> ➤ Example: “I was <u>frustrated</u> after missing twenty free throws during basketball practice.” The student uses the phrase “missing twenty free throws” to help them determine that the word “frustrated” means “upset”.
Indicator	LA 8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)	
Extended Indicator	LAE 8.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, comparisons, idioms)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • The student will identify words that mean the same. (synonyms) • The student will identify words that are opposite in meaning. (antonyms) • The student will determine the meaning of an unknown word by comparing it to other words in the text. <ul style="list-style-type: none"> ➤ “The dog is a <u>devoted</u> pet which always loves and stays with his master.” The student will determine the meaning of “devoted” by comparing it to the words “loves and always stays”. • The student will determine the meaning of common idioms. <ul style="list-style-type: none"> ➤ After reading the sentences “The storm was terrible. It was raining cats and dogs.”, the student recognizes that “raining cats and dogs” is not literal but means it was raining hard) <p>Teacher Note: The terms “synonym, antonym, idioms” are not expected to be in the student’s vocabulary. Words like “the same meaning” or “opposites/different” might be more familiar to the student.</p>

COMPREHENSION

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

Indicator	LA 8.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources	
Extended Indicator	LAE 8.1.6.a Determine if the author's purpose is to persuade the reader	
	<p style="text-align: center;"><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • Given a text, students will determine if the author is telling the reader about something (inform), trying to change the reader's mind (persuade), or trying to make the reader do something (persuade). <ul style="list-style-type: none"> ➤ Example: When reading the sentence "Hamburger pizza is the best pizza.", the student determines that the author is trying to make them believe hamburger pizza is the best kind. (persuade) ➤ Example: When reading an advertisement that says "Everyone should drink Coke" the student determines that the author is trying to make them buy Coke. (persuade) ➤ Example: When reading the sentence "A pizza can have different toppings like hamburger, vegetables, and fruit.", the student recognizes that the author is telling them something about pizza. (inform) <p>Teacher Note: The term "persuade" and "inform" is not expected to be in the student's vocabulary. Phrases like "trying to change my mind" or "make me believe it" might be more familiar to the student.</p>

Indicator	LA 8.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)	
Extended Indicator	LAE 8.1.6.b Identify elements of narrative text (e.g., character(s), setting, plot (beginning, middle, & end), conflict	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • When reading a narrative text, the student will identify the main characters. • When reading a narrative text, the student will identify the setting. • When reading a narrative text, the student will identify the theme. <ul style="list-style-type: none"> ➤ “Jim has many friends to play with. Jim and his friends go on hikes and play ball together. They share snacks and tell each other stories. Jim is glad he has so many good friends.” The student would determine that the theme of this paragraph is “friends are good to have” • When reading a narrative text, the student will identify the plot by retelling the story including the beginning, middle and ending. • When reading a narrative text, the student will identify the problem (conflict) in the text. <ul style="list-style-type: none"> ➤ Jim and his brother share a room. Jim likes to keep his room neat and always picks up his things and hangs up his clothes. His brother is very messy and never picks up anything! After reading this text, the student recognizes that there is a conflict between Jim and his brother about keeping their room neat. <p>Teacher Note: The “theme” is defined as the message/lesson or moral the author is trying to tell the reader. There are several types of conflicts including: man vs. another person, man vs. his society, man vs. himself, and man vs. nature.</p>

Indicator	LA 8.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)	
Extended Indicator	LAE 8.1.6.c Identify the use of literary devices in narrative text (e.g., metaphors, similes, comparisons, idioms)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • The student will identify a comparison between two objects without using the words “like” or “as”. (metaphor) <ul style="list-style-type: none"> ➤ Example: “Jill was a pig when she ate all the dessert.” The student determines that Jill and a pig are alike because they both eat so much. • The student will identify a comparison between two objects using the words “like” or “as”. (simile) <ul style="list-style-type: none"> ➤ Example: “After swimming lessons, Jill was as hungry as a bear.” The student will determine that Jill and a bear are alike because they are both very hungry. • The student will identify an exaggeration written by the author in a text. (hyperbole) <ul style="list-style-type: none"> ➤ Example: “Pizza is my favorite food. In fact, I could eat a million pizzas in one day!” The student recognizes that the exaggeration “million” means a lot of pizza. • The student will identify the use of the idiom. <ul style="list-style-type: none"> ➤ The student reads “The new car will cost an arm and a leg.” and recognizes that someone doesn’t really pay for a car with an arm and leg. An arm and a leg means it will cost a lot of money. <p>Teacher Note: Knowing the terms “simile”, “metaphor”, “hyperbole”, and “idiom” are not required for this standard if other terms are more appropriate for student understanding.</p>
Indicator	LA 8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details	
Extended Indicator	LAE 8.1.6.d Identify and retell the main idea and supporting details from informational text	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • After reading informational text, the student will identify what the text was mostly about and give at least one detail to support their idea. <ul style="list-style-type: none"> ➤ Example: “Dogs make good pets. Dogs love children. Dogs like to play with little boys and girls.” After reading this paragraph, the student determines the main idea is dogs are good pets because dogs like to play with children.

Indicator	LA 8.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)	
Extended Indicator	LAE 8.1.6.e Identify organizational patterns found in informational text (e.g., sequence, cause-effect, comparisons, fact/opinion)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • The student will identify the sequence of events in an informational text. • The student will identify the cause and effect described in an informational text. • The student will identify a compare/contrast organizational pattern. <ul style="list-style-type: none"> ➤ In the sentence “The dog, like a cat, makes a good pet” the student will identify that a dog is like a cat. (compared) ➤ In the sentence “The dog, unlike the cat, likes to hide bones” the student will identify that the dog is not like a cat. (contrast) • The student will identify statements that are fact and statements that are opinions. <ul style="list-style-type: none"> ➤ Given these two sentences “October is a month.” and “October is the best month of the year.” the student determines “October is a month.” is a fact. ➤ The student determines that when the teacher tells him that chocolate ice cream is terrible, that is just what the teacher thinks and not a fact. <p>Teacher Note: Common words for compare/contrast might include: like, both, the same as, unlike, instead, differ. Other words such as “what someone thinks” might be used instead of “opinion”.</p>
Indicator	LA 8.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)	
Extended Indicator	LAE 8.1.6.f Use text features to locate information (e.g., graphs, lists, illustrations & captions, table of contents, maps, headings)	
	<u>Standards Clarification</u>	<ul style="list-style-type: none"> • The student will find information and answer questions using various text features. <ul style="list-style-type: none"> ➤ Example: The student will use the bar graph with a text, “Where People Live”, to determine if more people live in houses or apartments in their community.

Indicator	LA 8.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres	
Extended Indicator	LAE 8.1.6.g Identify narrative and informational genres (e.g., storybook, text book, magazine, newspaper, dictionary)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • When presented with multiple books and printed materials, the student will distinguish between fiction and nonfiction genres. <ul style="list-style-type: none"> ➤ Example: Given a comic book and a science book, the student determines that the comic book is make believe. ➤ Example: Given a newspaper and a book titled “A Giant Lives Next Door”, the student determines that the newspaper tells about real events/things. • The student will identify the type of printed material they would select for a given purpose. <ul style="list-style-type: none"> ➤ The student selects a storybook to read about something make believe, a newspaper to find out who won the football game last night, and a cookbook to find out how to make cookies, and a dictionary to find out how to spell a word, etc. <p>Teacher Note: The student is not expected to know the terms “narrative, informational, and genre” if other terms are more appropriate for student understanding.</p>
Indicator	LA 8.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers	
Extended Indicator	LAE 8.1.6.j Answer literal and inferential questions using prior knowledge and supporting information from the text	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • After reading a text, the student will answer questions using information directly stated in the text. • After reading a text, the student will infer answers to a questions when information is not directly stated in the text. <ul style="list-style-type: none"> ➤ Example: When looking at a picture of a winter scene, the student recognizes that it is cold in the picture.

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

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

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

Indicator	LA 12.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	
Extended Indicator	LAE 12.1.5.a Determine the meaning of words using roots, prefixes, and suffixes including words in science, mathematics, and social studies	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • When given a word with a prefix or suffix added, the student will determine the root word. <ul style="list-style-type: none"> ➤ Example: When given the words “taller” and “tallest”, the student will determine the common root word is “tall”. ➤ Example: When given the word “unhappy”, the student will determine the root word is “happy”. • The student will recognize that common prefixes and suffixes change the meaning of words. <ul style="list-style-type: none"> ➤ Example: The student will recognize adding prefix “un” (not) to the word “tied” makes it mean the opposite (untied – not tied) ➤ Example: The student will recognize adding the prefix “re” to the word “light” means to light it again. ➤ Example: The student will recognize adding the suffix “ful” to the word “beauty” means that something is full of beauty. <p>Teacher Note: The student should be familiar with the term “root” or “root word”. The student needs to be familiar with the concepts prefix and suffix but not the specific terms if other terms are more appropriate for student understanding.</p>

Indicator	LA 12.1.5.c Select a context clue strategy to determine meaning of unknown words appropriate to text (e.g., restatement, example, gloss, annotations, sidebar)	
Extended Indicator	LAE 12.1.5.c Use context clues (e.g. word, phrase, sentence and/or paragraphs) and text features (e.g., titles, illustrations, captions, headings, tables, maps, indexes) to determine meaning of unknown words in text	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • The student will use text features (e.g. graphs, charts, illustrations, titles/headings) and content in the text to determine the meaning of unfamiliar words. <ul style="list-style-type: none"> ➤ Example: The boys went to the <u>aquarium</u>. They saw an octopus, shark, and a dolphin. The student determines the meaning of the word “aquarium” by using the context clues “octopus, shark, dolphin” found in the sentence. ➤ Example: “The 11 graders like to read <u>biographies</u>.” Next to the sentence is a bar graph titled “Books Student’s Like to Read” with bars labeled Abe Lincoln, Martin Luther King Jr., and Amelia Earhart. The student determines the meaning of the word “biographies” by looking at the books on the bar graph. • Given a sentence or paragraph, the student will use context clues to help recognize an unfamiliar word and its meaning. <ul style="list-style-type: none"> ➤ Example: “I was <u>frustrated</u> after missing twenty free throws during basketball practice. The student uses the phrase “missing twenty free throws” to help them determine that “frustrated” means “upset”.

Indicator	LA 12.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)	
Extended Indicator	LAE 12.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, comparisons, idioms, multiple meanings)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • The student will identify words that mean the same. (synonyms) • The student will identify words that are opposite in meaning. (antonyms) • The student will determine the meaning of an unknown word by comparing it to other words in the text. <ul style="list-style-type: none"> ➤ “The dog is a <u>devoted</u> pet which always loves and stays with his master.” The student will determine the meaning of “devoted” by comparing it to the words “loves and always stays”. • The student will determine the meaning of common idioms. <ul style="list-style-type: none"> ➤ After reading the sentences “The storm was terrible. It was raining cats and dogs.”, the student recognizes that “raining cats and dogs” is not literal but means it was raining hard. • The student will recognize multiple meanings of words. <ul style="list-style-type: none"> ➤ <i>After reading the sentences “The horses are in the pen next to the barn.” and “I wrote my name with a pen.”, the student recognizes that the word “pen” means two different things (a fenced in area and a tool for writing)</i> <p>Teacher Note: The terms “synonym, antonym, idioms” are not expected to be in the student’s vocabulary if other terms are more appropriate for student understanding. Words like “the same meaning” or “the same thing”, “opposites/different” might be more familiar to the student.</p>

COMPREHENSION

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

Indicator	LA 12.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources	
Extended Indicator	LAE 12.1.6.a Determine if the author's purpose is to entertain, inform, or persuade	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • Given a text, students will identify if the author is trying to entertain them, tell them about something, or change their mind/ make them believe something. <ul style="list-style-type: none"> ➤ Example: When reading a book about a magic car that flies, the student determines that the author is trying to entertain them. ➤ Example: When reading the sentence "Hamburger pizza is the best pizza.", the student determines that the author is trying to make them believe something. (persuade) ➤ Example: When reading an advertisement that says "Everyone should drink Coke", the student will determine that the author is trying to sell them something. (persuade) ➤ Example: When reading the sentence "A pizza can have different toppings such as hamburger, vegetables, and fruit." the student recognizes that the author is telling them something about pizza. (inform) <p>Teacher Note: The terms "persuade" and "inform" is not expected to be in the student's vocabulary if other terms are more appropriate for student understanding. Phrases like "trying to change my mind" or "make me believe it" might be more familiar to the student.</p>

Indicator	LA 12.1.6.b Analyze and evaluate elements of narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, view tone, mood)	
Extended Indicator	LAE 12.1.6.b Identify elements of narrative text (e.g., character(s), setting, theme, and plot (beginning, middle, & end), conflict, mood	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • When reading a narrative text, the student will identify the main characters. • When reading a narrative text, the student will identify the setting. • When reading a narrative text, the student will identify the theme. <ul style="list-style-type: none"> ➤ “Jim has many friends to play with. Jim and his friends go on hikes and play ball together. They share snacks and tell each other stories. Jim is glad he has so many good friends.” The student determines that the theme of this text is friends are good to have. • When reading a narrative text, the student will identify the plot by retelling the story including the beginning, middle and ending. • When reading a narrative text, the student will identify the problem (conflict) in the text. <ul style="list-style-type: none"> ➤ Jim and his brother share a room. Jim likes to keep his room neat and always picks up his things and hangs up his clothes. His brother is very messy and never picks up anything! After reading this text, the student recognizes that there is a conflict between Jim and his brother about keeping their room neat. • When reading a narrative text, the student will identify the feeling a reader gets from a story (mood). <ul style="list-style-type: none"> ➤ “The driving rain from the thick clouds continued to hit Ella’s tent. She was soaked to the skin and the rain didn’t look like it would stop anytime soon. The river next to Ella’s tent was rising higher and higher. If someone didn’t find her soon, the water would reach the top of the bank and begin rushing into her tent.” After reading this text, the student determined that it made him feel anxious and afraid. <p>Teacher Note: The “theme” is defined as the message/lesson or moral the author is trying to tell the reader. There are several types of conflicts including: man vs. another person, man vs. his society, man vs .himself, and man vs. nature.</p>

Indicator	LA 12.1.6.c Analyze the function and critique the effects of the authors use of stylistic and literary devices (e.g. allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)	
Extended Indicator	LAE 12.1.6.c Identify the use of literary devices in a narrative passage (e.g., metaphors, similes, comparisons, idioms, personification, mood)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • The student will identify a comparison between two objects without using the words “like” or “as”. (metaphor) • The student will identify a comparison between two objects using the words “like” or “as”. (simile) • The student will identify an exaggeration in a text. (hyperbole) <ul style="list-style-type: none"> ➤ Example: “Pizza is my favorite food. In fact, I could eat a million pizzas in one day!” The student recognizes that the word “million” is an exaggeration that means a lot of pizza. • The student will identify the use of the idiom. <ul style="list-style-type: none"> ➤ The student reads “The new car will cost an arm and a leg.” and recognizes that someone doesn’t really pay for a car with an arm and leg. An arm and a leg means the car costs a lot of money. • The student will identify the use of personification. <ul style="list-style-type: none"> ➤ “The car coughed and sputtered before it came to a stop in the middle of the road.” After reading this sentence the student determines the car is made to be like a person because it coughs and sputters like people do. <p>Teacher Note: Knowing the terms “simile”, “metaphor”, “hyperbole”, “idiom”, and “personification” are not required for this standard if other terms are more appropriate for student understanding.</p>
Indicator	LA 12.6.d Summarize, analyze, synthesize, and evaluate informational text	
Extended Indicator	LAE 12.1.6.d Identify and retell the main idea and supporting details from informational text	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • After reading informational text, the student will identify what the text was mostly about and give several details to prove it is the main idea. <ul style="list-style-type: none"> ➤ Example: “Dogs make good pets. Dogs love their master. Dogs are very loyal to their owners.” The student determines the main idea is dogs are good pets because dogs are loyal to their owners. ➤ Example: “Many people take vacations during the summer. They travel, sit on a beach, climb mountains, or visit new places. When their vacation is over, most people return to their daily jobs with new energy.” The student determines that the main idea is people take different kinds of vacations to get away from work and relax.

Indicator	LA 12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)	
Extended Indicator	LAE 12.1.6.e Identify organizational patterns found in informational text (e.g., sequence, description, cause-effect, compare/contrast, fact/opinion)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • The student will identify the sequence of events in an informational text. • The student will identify the cause and effect described in an informational text. • The student will identify a compare/contrast organizational pattern. <ul style="list-style-type: none"> ➤ In the sentence, “The dog, like a cat, makes a good pet”, the student will identify that a dog is like (compared to) a cat. ➤ In the sentence, “The dog, unlike the cat, likes to hide bones” the student will identify that the dog is not like (contrast)a cat. • The student will identify statements that are fact and statements that are opinions. <ul style="list-style-type: none"> ➤ Given two sentences “October is a month.” and “October is the best month of the year.” the student will select “October is a month” as a fact. <p>Teacher Note: The terms “sequence, cause and effect, compare/contrast, fact/opinion) are not required knowledge for this standard if other terms are more appropriate for student understanding. Common words for compare/contrast might include: like, both, the same as, unlike, instead, differ. Other words such as “what someone thinks” might be used instead of “opinion”.</p>
Indicator	LA 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)	
Extended Indicator	LAE 12.1.6.f Use text features to locate information (e.g., graphs, lists, illustrations & captions, table of contents, maps, headings, charts)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • The student will find information and answer questions using various text features. <ul style="list-style-type: none"> ➤ Example: The student will use the bar graph with a text, “Where People Live”, to determine if more people live in houses or apartments in their community. ➤ Example: The student will read the caption under a picture to determine the answer to a specific question. ➤ Example: The student will use a table of contents to locate the page on which a given topic will be found.

Indicator	LA 12.1.6.g Analyze and evaluate inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding	
Extended Indicator	LAE 12.1.6.g Identify narrative and informational genres (e.g., storybook, text book, magazine, newspaper, dictionary, encyclopedia)	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • When presented with multiple books and printed materials, the student will distinguish between fiction and nonfiction genres. <ul style="list-style-type: none"> ➤ Example: Given a comic book and a science book, the student determines that the comic book is make believe. ➤ Example: Given a newspaper and a book titled “A Giant Lives Next Door”, the student determines that the newspaper tells about real events/things. • The student will identify the type of printed or electronic material they would select for a given purpose. <ul style="list-style-type: none"> ➤ The student selects a book of fiction to read about something make believe, a newspaper to find out who won the football game last night, a cookbook to find out how to make cookies, and an on-line dictionary to find out how to spell a word. <p>Teacher Note: The student is not expected to know the terms “narrative, informational, and genre” if other terms are more appropriate for student understanding.</p>
Indicator	LA 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions by analyzing, synthesizing, and evaluating prior knowledge, information from the text, and sources to support answers	
Extended Indicator	LAE 12.1.6.j Answer and generate literal questions using prior knowledge and supporting information from the text	
	<p><u>Standards Clarification</u></p>	<ul style="list-style-type: none"> • After reading a text, the student will answer questions using information directly stated in the text. • After reading a text, the student will infer answers to questions when information is not directly stated in the text. <ul style="list-style-type: none"> ➤ Example: “Kim rode her new bike down a new gravel road. All of a sudden she spun out and hit the ground. She scraped her knees but was able to walk her bike home.” The student will answer the question “What was Kim riding?” using the information in the text. <p>Example: When looking at a picture of a winter scene, the student will know that it is cold in the picture.</p>