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Nebraska



College and Career Ready English Language Arts Standards

with

Extended Indicators

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

It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age, national origin or genetic information in its education programs, administration, policies, employment or other agency programs.

Nebraska College and Career Ready English Language Arts Standards with Extended Indicators

The Role of Extended Indicators

For students with the most 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 the most 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.

Students with Significant Intellectual Disabilities

In the United States, approximately 1% of school-aged children have an intellectual disability that is “characterized by significant impairments both in intellectual and adaptive functioning as expressed in conceptual, social, and practical adaptive domains” (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2013). These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. Students need intensive instruction and/or supports to acquire, maintain and generalize academic and life skills in order to actively participate in school, work, home or community. In addition to significant intellectual disabilities, students may have accompanying communication, motor, sensory, or other impairments.

Alternate Assessment Determination Guidelines

The student taking a NeSA Alternate Assessment is characterized by significant impairments both in intellectual and adaptive functioning which is expressed in conceptual, social, and practical adaptive domains and that originates before age 18 (American Association of Intellectual and Developmental Disabilities, 2013). 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 cognitive functioning is significantly below age expectations and has an impact on his/her ability to function in multiple environments (school, home and community).**
- **The student's demonstrated cognitive ability and adaptive functioning 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 documents "***IEP Team Decision Making Guidelines – Nebraska State Accountability (NeSA) Tests for Students with Disabilities***" and "***Alternate Assessment Criteria/Checklist***" provide additional information on selecting appropriate NeSA assessments for students with disabilities. <http://www.education.ne.gov/sped/nesa.html>

**Nebraska Third Grade English Language Arts Standards and Extended Indicators
for
Students with Significant Disabilities**

***K-12 Comprehensive English Language Arts Standard:
Students will learn and apply reading skills and strategies to comprehend text.
Students will learn and apply writing skills and strategies to communicate.***

VOCABULARY

LA 3.1.5 Vocabulary	Students will build and use conversational, academic, and content-specific grade-level vocabulary.
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Indicator LA 3.1.5.a	Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).
Extended Indicator LAE 3.1.5.a	Use word structure to determine meaning of words (e.g., singular and/or plural words paired with illustrations; possessives, possessive pronouns).
Indicator LA 3.1.5.b	Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.
Extended Indicator LAE 3.1.5.b	Determine the meaning of words by using context clues (e.g., word, sentence clues) and text features (e.g., titles, illustrations).
Indicator LA 3.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
Extended Indicator LAE 3.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms).

COMPREHENSION

LA 3.1.6 Comprehension	Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
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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	Determine if an author's purpose is to entertain or inform.
Indicator LA 3.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).
Extended Indicator LAE 3.1.6.b	Identify and describe elements of literary text (e.g., main character, setting).
Indicator LA 3.1.6.c	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
Extended Indicator LAE 3.1.6.c	Recognize how literary devices are used purposefully in literary text (e.g., onomatopoeia, personification).
Indicator LA 3.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.
Extended Indicator LAE 3.1.6.d	Summarize a literary text using key details.
Indicator LA 3.1.6.e	Determine main ideas and supporting details from informational text and/or media.
Extended Indicator LAE 3.1.6.e	Identify the main idea from an informational text.
Indicator LA 3.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
Extended Indicator LAE 3.1.6.f	Use text features to locate information (e.g., title, illustrations, table of contents).
Indicator LA 3.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
Extended Indicator LAE 3.1.6.g	Identify a variety of informational and literary texts (e.g., calendar, schedules, lunch menus, text books, signs, stories, poems, drama).
Indicator LA 3.1.6.h	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
Extended Indicator LAE 3.1.6.h	Identify similar topics in literary text (e.g., character traits, events)
Indicator LA 3.1.6.i	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.

Extended Indicator LAE 3.1.6.i	Answer literal questions using specific evidence from the text.
Indicator LA 3.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).
Extended Indicator LAE 3.1.6.j	Identify organizational patterns in informational text (e.g., three-step sequence; first, next, last).

WRITING

LA 3.2.1 Writing Process	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
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Indicator LA 3.2.1.c	Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.
Extended Indicator LAE 3.2.1.c	Use relevant evidence to support a claim or theses.
Indicator LA 3.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
Extended Indicator LAE 3.2.1.h	Edit writing for conventions of standard English (e.g., initial capitalization and proper nouns, and punctuation limited to period and question mark).

LA 3.2.2 Writing Modes	Student will write in multiple modes for a variety of purposes and audiences across disciplines.
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Indicator LA 3.2.2.b	Provide evidence from literary or informational text to support ideas or opinions.
Extended Indicator LAE 3.2.2.b	Identify evidence from the text that supports an idea found in literary or informational text.
Indicator LA 3.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.
Extended Indicator LAE 3.2.2.d	Identify precise word choice in a variety of genres.

**Nebraska Fourth Grade English Language Arts Standards and Extended Indicators
for
Students with Significant Disabilities**

***K-12 Comprehensive English Language Arts Standard:
Students will learn and apply reading skills and strategies to comprehend text.
Students will learn and apply writing skills and strategies to communicate.***

VOCABULARY

LA 4.1.5 Vocabulary	Students will build and use conversational, academic, and content-specific grade-level vocabulary.
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Indicator LA 4.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).
Extended Indicator LAE 4.1.5.a	Use word structure to determine meaning of words (e.g., singular and plural paired with illustrations; possessives, possessive pronouns).
Indicator LA 4.1.5.b	Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.
Extended Indicator LAE 4.1.5.b	Determine the meaning of words using context clues (e.g., words paired with pictures, phrase, sentence clues) and text features (e.g., titles, illustrations, maps, charts).
Indicator LA 4.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
Extended Indicator LAE 4.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms).

COMPREHENSION

LA 4.1.6 Comprehension	Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
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Indicator LA 4.1.6.a	Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.
Extended Indicator LAE 4.1.6.a	Determine if an author's purpose is to entertain or inform.
Indicator LA 4.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).
Extended Indicator LAE 4.1.6.b	Identify and describe elements of literary text (e.g., character(s), setting).
Indicator LA 4.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
Extended Indicator LAE 4.1.6.c	Recognize how literary devices are used purposefully in literary text (e.g., onomatopoeia, personification).
Indicator LA 4.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.
Extended Indicator LAE 4.1.6.d	Summarize a literary text using key details.
Indicator LA 4.1.6.e	Determine main ideas and supporting details from informational text and/or media.
Extended Indicator LAE 4.1.6.e	Identify the main idea from an informational text.
Indicator LA 4.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
Extended Indicator LAE 4.1.6.f	Use text features to locate information (e.g., table of contents, illustrations, maps, lists, charts).
Indicator LA 4.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
Extended Indicator LAE 4.1.6.g	Identify a variety of literary and informational texts (e.g., stories, poems, drama, schedules, calendar, lunch menu, signs, reference texts).
Indicator LA 4.1.6.h	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
Extended Indicator LAE 4.1.6.h	Identify similar topics in literary text (e.g., themes, events, character traits).
Indicator LA 4.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.

Extended Indicator LAE 4.1.6.i	Answer literal questions using explicit evidence from the text.
Indicator LA 4.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
Extended Indicator LAE 4.1.6.j	Identify organizational patterns in informational text (e.g., three-step sequence; first, next, last).

WRITING

LA 4.2.1 Writing Process	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
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Indicator LA 4.2.1.c	Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.
Extended Indicator LAE 4.2.1.c	Use relevant evidence to support a claim or theses.
Indicator LA 4.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
Extended Indicator LAE 4.2.1.h	Edit writing for conventions of standard English (e.g., initial capitalization and proper nouns, and punctuation limited to period and question mark).

LA 4.2.2 Writing Modes	Student will write in multiple modes for a variety of purposes and audiences across disciplines.
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Indicator LA 4.2.2.b	Provide evidence from literary or informational text to support analysis, reflection and research.
Extended Indicator LAE 4.2.2.b	Identify evidence from the text that supports an idea found in literary or informational text.
Indicator LA 4.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.
Extended Indicator LAE 4.2.2.d	Identify precise word choice in a variety of genres.

**Nebraska Fifth Grade English Language Arts Standards and Extended Indicators
for
Students with Significant Disabilities**

***K-12 Comprehensive English Language Arts Standard:
Students will learn and apply reading skills and strategies to comprehend text.
Students will learn and apply writing skills and strategies to communicate.***

VOCABULARY

LA 5.1.5 Vocabulary	Students will build and use conversational, academic, and content-specific grade-level vocabulary.
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Indicator LA 5.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).
Extended Indicator LAE 5.1.5.a	Determine the meaning of words using word structure and known words (e.g., compound words, parts of speech limited to nouns and action verbs, roots and affixes).
Indicator LA 5.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
Extended Indicator LAE 5.1.5.b	Determine the meaning of words using context clues (e.g., word, phrase, sentence clues) and text features (e.g., titles, illustrations, maps, tables, captions).
Indicator LA 5.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
Extended Indicator LAE 5.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homophones, homographs).

COMPREHENSION

LA 5.1.6 Comprehension	Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
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Indicator LA 5.1.6.a	Examine text to determine author’s purpose(s) and describe how author’s perspective (e.g., beliefs, assumptions, biases) influences text.
Extended Indicator LAE 5.1.6.a	Determine if an author's purpose is to entertain or inform.
Indicator LA 5.1.6.b	Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).
Extended Indicator LAE 5.1.6.b	Identify and describe elements of literary text (e.g., character(s), setting).
Indicator LA 5.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
Extended Indicator LAE 5.1.6.c	Recognize how literary devices are used purposefully in literary text (e.g., onomatopoeia, personification, alliteration).
Indicator LA 5.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.
Extended Indicator LAE 5.1.6.d	Summarize a literary text using key details.
Indicator LA 5.1.6.e	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.
Extended Indicator LAE 5.1.6.e	a) Summarize an informational text using key details. b) Identify the main idea of an informational text using key details.
Indicator LA 5.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
Extended Indicator LAE 5.1.6.f	Use text features to locate information (e.g., titles, table of contents, charts, maps, schedules, index).
Indicator LA 5.1.6.g	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
Extended Indicator LAE 5.1.6.g	Use textual characteristics to identify a variety of literary and informational texts (e.g., text books, story books, poems, how-to manuals, newspapers, magazines).
Indicator LA 5.1.6.h	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.
Extended Indicator LAE 5.1.6.h	Identify the relationship between two elements in literary or informational text (e.g., two characters, two events).

Indicator LA 5.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
Extended Indicator LAE 5.1.6.i	Answer literal and inferential questions using explicit evidence from the text.
Indicator LA 5.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
Extended Indicator LAE 5.1.6.j	Identify organizational patterns in informational text (e.g., sequence/chronological, cause/effect).

WRITING

LA 5.2.1 Writing Process	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
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Indicator LA 5.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
Extended Indicator LAE 5.2.1.c	Use relevant evidence to support a claim or theses.
Indicator LA 5.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
Extended Indicator LAE 5.2.1.h	Edit writing for conventions of standard English (e.g., initial capitalization and proper nouns, and punctuation limited to period and question mark).

LA 5.2.2 Writing Modes	Student will write in multiple modes for a variety of purposes and audiences across disciplines.
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Indicator LA 5.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.
Extended Indicator LAE 5.2.2.b	Identify evidence from the text that supports an idea found in literary or informational text.
Indicator LA 5.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.
Extended Indicator LAE 5.2.2.d	Identify precise word choice in a variety of genres.

**Nebraska Sixth Grade English Language Arts Standards and Extended Indicators
for
Students with Significant Disabilities**

K-12 Comprehensive English Language Arts Standard:

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

Students will learn and apply writing skills and strategies to communicate.

VOCABULARY

LA 6.1.5 Vocabulary	Students will build and use conversational, academic, and content-specific grade-level vocabulary.
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Indicator LA 6.1.5.a	Apply knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
Extended Indicator LAE 6.1.5.a	Determine the meaning of words using roots and the words that result when affixes are added.
Indicator LA 6.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
Extended Indicator LAE 6.1.5.b	Determine the meaning of words using context clues (e.g., word, phrase, and/or sentence clues) and text features (e.g., titles, illustrations, table of contents, charts, calendar).
Indicator LA 6.1.5.d	Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.
Extended Indicator LAE 6.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homophones, homographs).

COMPREHENSION

LA 6.1.6 Comprehension	Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
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Indicator LA 6.1.6.a	Analyze text to determine author's purpose(s) and describe how author's perspective influences text.
Extended Indicator LAE 6.1.6.a	Determine if an author's purpose is to entertain or inform.
Indicator LA 6.1.6.b	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).
Extended Indicator LAE 6.1.6.b	Identify and describe elements of literary text (e.g., character(s), setting, conflict).
Indicator LA 6.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).
Extended Indicator LAE 6.1.6.c	Recognize how literary devices are used purposefully in literary text (e.g., onomatopoeia, personification, alliteration, simile).
Indicator LA 6.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.
Extended Indicator LAE 6.1.6.d	Summarize a literary text using key details.
Indicator LA 6.1.6.e	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.
Extended Indicator LAE 6.1.6.e	a) Summarize an informational text using key details. b) Identify the main idea of an informational text using key details.
Indicator LA 6.1.6.f	Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
Extended Indicator LAE 6.1.6.f	Use text features to locate information (e.g., titles, table of contents, index, tables, headings, graphs, lists, illustrations).
Indicator LA 6.1.6.g	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
Extended Indicator LAE 6.1.6.g	Use textual characteristics to identify a variety of literary and informational texts (e.g., stories, poems, text books, magazines, newspapers, schedules).
Indicator LA 6.1.6.h	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.
Extended Indicator LAE 6.1.6.h	Identify the relationship between two elements in literary or informational text (e.g., two characters, two events).

Indicator LA 6.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
Extended Indicator LAE 6.1.6.i	Answer literal and inferential questions using explicit evidence from the text.
Indicator LA 6.1.6.j	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).
Extended Indicator LAE 6.1.6.j	Identify organizational patterns in informational text (e.g., sequence/chronological, cause/effect, compare/contrast).

WRITING

LA 6.2.1 Writing Process	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
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Indicator LA 6.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
Extended Indicator LAE 6.2.1.c	Use relevant evidence to support a claim or theses.
Indicator LA 6.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
Extended Indicator LAE 6.2.1.h	Edit writing for conventions of standard English (e.g., initial capitalization and proper nouns, and punctuation limited to period and question mark).

LA 6.2.2 Writing Modes	Student will write in multiple modes for a variety of purposes and audiences across disciplines.
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Indicator LA 6.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.
Extended Indicator LAE 6.2.2.b	Identify evidence from the text that supports an idea found in literary or informational text.
Indicator LA 6.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.
Extended Indicator LAE 6.2.2.d	Identify precise word choice in a variety of genres.

**Nebraska Seventh Grade English Language Arts Standards and Extended Indicators
for
Students with Significant Disabilities**

K-12 Comprehensive English Language Arts Standard:

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

Students will learn and apply writing skills and strategies to communicate.

VOCABULARY

LA 7.1.5 Vocabulary	Students will build and use conversational, academic, and content-specific grade-level vocabulary.
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Indicator LA 7.1.5.a	Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
Extended Indicator LAE 7.1.5.a	Determine the meaning of words using roots and the words that result when affixes are added.
Indicator LA 7.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
Extended Indicator LAE 7.1.5.b	Determine the meaning of words using context clues (e.g., word, phrase, and/or sentence clues) and text features (e.g., titles, illustrations, table of contents, captions, glossary, schedules).
Indicator LA 7.1.5.d	Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.
Extended Indicator LAE 7.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homophones, homographs).

COMPREHENSION

LA 7.1.6 Comprehension	Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
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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 an author's purpose is to entertain, inform, or persuade.
Indicator LA 7.1.6.b	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).
Extended Indicator LAE 7.1.6.b	Identify and describe elements of literary text (e.g., character(s), setting, conflict, story sequence).
Indicator LA 7.1.6.c	Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).
Extended Indicator LAE 7.1.6.c	Recognize how literary devices are used purposefully in literary text (onomatopoeia, personification, alliteration, simile, metaphor).
Indicator LA 7.1.6.d	Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.
Extended Indicator LAE 7.1.6.d	Summarize a literary text using key details.
Indicator LA 7.1.6.e	Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.
Extended Indicator LAE 7.1.6.e	a) Summarize an informational text using key details. b) Identify the main idea of an informational text using key details.
Indicator LA 7.1.6.f	Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
Extended Indicator LAE 7.1.6.f	Use text features to locate information (e.g., titles, table of contents, index, illustrations, graphs, headings).
Indicator LA 7.1.6.g	Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
Extended Indicator LAE 7.1.6.g	Use textual characteristics to identify a variety of literary and informational texts (e.g., text books, periodicals, schedules, menus, calendars, stories, poems, drama).
Indicator LA 7.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
Extended Indicator LAE 7.1.6.i	Answer literal and inferential questions using explicit evidence from text.

Indicator LA 7.1.6.j	Apply knowledge of organizational patterns to comprehend informational text (e.g., description, spatial, cause and effect, fact/opinion, compare/contrast, proposition/support, sequence/chronological).
Extended Indicator LAE 7.1.6.j	Identify organizational patterns in informational text (e.g., compare/contrast, cause/effect, problem/solution, sequence/chronological).

WRITING

LA 7.2.1 Writing Process	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
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Indicator LA 7.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
Extended Indicator LAE 7.2.1.c	Use relevant evidence to support a claim or theses.
Indicator LA 7.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
Extended Indicator LAE 7.2.1.h	Edit writing for conventions of standard English (e.g., initial capitalization and proper nouns, and punctuation limited to period and question mark).

LA 7.2.2 Writing Modes	Student will write in multiple modes for a variety of purposes and audiences across disciplines.
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Indicator LA 7.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.
Extended Indicator LAE 7.2.2.b	Identify evidence from the text that supports an idea found in literary or informational text.
Indicator LA 7.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.
Extended Indicator LAE 7.2.2.d	Identify precise word choice in a variety of genres.

**Nebraska Eighth Grade English Language Arts Standards and Extended Indicators
for
Students with Significant Disabilities**

K-12 Comprehensive English Language Arts Standard:

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

Students will learn and apply writing skills and strategies to communicate.

VOCABULARY

LA 8.1.5 Vocabulary	Students will build and use conversational, academic, and content-specific grade-level vocabulary.
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Indicator LA 8.1.5.a	Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
Extended Indicator LAE 8.1.5.a	Determine the meaning of words using roots and the words that result when affixes are added.
Indicator LA 8.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
Extended Indicator LAE 8.1.5.b	Determine the meaning of words using context clues (e.g., word, phrase, sentence, and/or paragraph clues) and text features (e.g., titles, illustrations, headings, captions, tables, timelines, maps).
Indicator LA 8.1.5.d	Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.
Extended Indicator LAE 8.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homophones, homographs).

COMPREHENSION

LA 8.1.6 Comprehension	Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
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Indicator LA 8.1.6.a	Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.
Extended Indicator LAE 8.1.6.a	Determine if an author's purpose is to entertain, inform, or persuade.
Indicator LA 8.1.6.b	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).
Extended Indicator LAE 8.1.6.b	Identify and describe elements of literary text (e.g., character(s), setting, conflict, story sequence, point of view).
Indicator LA 8.1.6.c	Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).
Extended Indicator LAE 8.1.6.c	Recognize how literary devices are used purposefully in a literary text (onomatopoeia, personification, alliteration, simile, metaphor, idiom).
Indicator LA 8.1.6.d	Summarize, analyze and synthesize the development of a common theme between two literary text and/or media.
Extended Indicator LAE 8.1.6.d	Identify the theme of a literary text using key details.
Indicator LA 8.1.6.e	Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.
Extended Indicator LAE 8.1.6.e	Determine a main idea that is common in two informational texts.
Indicator LA 8.1.6.f	Analyze and evaluate information from print and digital text features to support comprehension.
Extended Indicator LAE 8.1.6.f	Use text features to locate information (e.g., titles, headings, illustrations, index, glossary, charts, graphs, maps, timelines).
Indicator LA 8.1.6.g	Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
Extended Indicator LAE 8.1.6.g	Use textual characteristics to identify a variety of literary and informational texts (e.g., stories, poems, drama, text books, newspapers, magazines, reference books, schedules).
Indicator LA 8.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
Extended Indicator LAE 8.1.6.i	Answer literal and inferential questions using explicit evidence from text.

Indicator LA 8.1.6.j	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
Extended Indicator LAE 8.1.6.j	Identify organizational patterns in informational text (e.g., sequence/chronological, fact/opinion, cause/effect, compare/contrast, problem/solution).

WRITING

LA 8.2.1 Writing Process	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
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Indicator LA 8.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
Extended Indicator LAE 8.2.1.c	Use relevant evidence to support a claim or theses.
Indicator LA 8.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
Extended Indicator LAE 8.2.1.h	Edit writing for conventions of standard English (e.g., initial capitalization and proper nouns, and punctuation limited to period and question mark).

LA 8.2.2 Writing Modes	Student will write in multiple modes for a variety of purposes and audiences across disciplines.
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Indicator LA 8.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.
Extended Indicator LAE 8.2.2.b	Identify evidence from the text that supports an idea found in literary or informational text.
Indicator LA 8.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.
Extended Indicator LAE 8.2.2.d	Identify precise word choice in a variety of genres.

**Nebraska Twelfth Grade English Language Arts Standards and Extended Indicators
for
Students with Significant Disabilities**

K-12 Comprehensive English Language Arts Standard:

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

Students will learn and apply writing skills and strategies to communicate.

VOCABULARY

LA 12.1.5 Vocabulary	Students will build and use conversational, academic, and content-specific grade-level vocabulary.
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Indicator LA 12.1.5.a	Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.
Extended Indicator LAE 12.1.5.a	Use roots and affixes to determine the meaning of words, as well as context clues (e.g., word, phrase, sentence and/or paragraph clues).
Indicator LA 12.1.5.b	Skills blended with 12.1.5.a at this level.
Extended Indicator LAE 12.1.5.b	
Indicator LA 12.1.5.d	Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
Extended Indicator LAE 12.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homophones, homographs).

COMPREHENSION

LA 12.1.6 Comprehension	Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
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Indicator LA 12.1.6.a	Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.
Extended Indicator LAE 12.1.6.a	Determine if an author's purpose is to entertain, inform, or persuade.
Indicator LA 12.1.6.b	Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
Extended Indicator LAE 12.1.6.b	Identify and describe elements of literary text (e.g., character(s), setting, conflict, theme, story sequence, point of view).
Indicator LA 12.1.6.c	Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).
Extended Indicator LAE 12.1.6.c	Recognize how literary devices are used purposefully in literary text (onomatopoeia, personification, alliteration, hyperbole, simile, metaphor, idiom).
Indicator LA 12.1.6.d	Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).
Extended Indicator LAE 12.1.6.d	Identify a theme in one literary text or a main idea that is common across two informational texts.
Indicator LA 12.1.6.e	Skills blended with 12.1.6.d at this level.
Extended Indicator LAE 12.1.6.e	
Indicator LA 12.1.6.f	Interpret and evaluate information from print and digital text features to support comprehension.
Extended Indicator LAE 12.1.6.f	Use text features to locate information (e.g., titles, illustrations, headings, index, glossary, graphs, charts, timeline, maps).
Indicator LA 12.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
Extended Indicator LAE 12.1.6.i	Answer literal and inferential questions using explicit evidence from text.

Indicator LA 12.1.6.j	Apply knowledge of organizational patterns to comprehend 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.j	Identify organizational patterns in informational text (e.g., sequence/chronological, cause/effect, compare/contrast, fact/opinion, problem/solution).

WRITING

LA 12.2.1 Writing Process	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
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Indicator LA 12.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
Extended Indicator LAE 12.2.1.c	Use relevant evidence to support a claim or theses.
Indicator LA 12.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
Extended Indicator LAE 12.2.1.h	Edit writing for conventions of standard English (e.g., initial capitalization and proper nouns, and punctuation limited to period and question mark).

LA 12.2.2 Writing Modes	Student will write in multiple modes for a variety of purposes and audiences across disciplines.
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Indicator LA 12.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.
Extended Indicator LAE 12.2.2.b	Identify evidence from the text that supports an idea found in literary or informational text.
Indicator LA 12.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.
Extended Indicator LAE 12.2.2.d	Identify precise word choice in a variety of genres.