

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
<b>Reading</b>		
<b>LA 1.1 Students will learn and apply reading skills and strategies to comprehend text.</b>	<b>LA 1.1 Students will learn and apply reading skills and strategies to comprehend text.</b>	<i>N/A Comprehensive standards not aligned as a part of the MCREL study.</i>
<b>LA 1.1.1 Knowledge of Print:</b> Students will demonstrate knowledge of the concepts of print.	<b>LA 1.1.1 Concepts of Print:</b> Students will demonstrate knowledge of the concepts of print.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 1.1.1.a</b> Identify variations in print (e.g., font, size, bold, italic, upper/lower case)	<b>LA 1.1.1.a</b> Identify variations in text (e.g., font, size, bold, italic, upper/lower case).	<b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. <b>RF.K.2.A</b> Recognize and name all upper and lowercase letters of the alphabet.
<b>LA 1.1.1.b</b> Explain that the purpose of print is to carry information	<b>LA 1.1.1.e</b> <i>Mastered in Kindergarten and blended with other skills at this grade level.</i>	<i>Not addressed</i>
<b>LA 1.1.1.c</b> Demonstrate voice to print match (e.g., student points to words while reads)	<b>LA 1.1.1.f</b> <i>Mastered in Kindergarten and blended with other skills at this grade level.</i>	<b>RF.K.1.A</b> Follow words from left to right, top to bottom, and page by page
<b>LA 1.1.1.d</b> Demonstrate understanding that words are made up of letters	<b>LA 1.1.1.g</b> <i>Mastered in Kindergarten and blended with other skills at this grade level.</i>	<b>RF.K.1.B</b> Recognize that spoken words are represented in written language by specific sequences of letters.
<b>LA 1.1.1.e</b> Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents)	<b>LA 1.1.1.c</b> Identify parts of a book (e.g., title page, author, illustrator, table of contents).	<b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <b>RI.K.5</b> Identify the front cover, back cover, and title page of a book. <b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text
<b>LA 1.1.1.f</b> Demonstrate knowledge that print reads from left to right and top to bottom	<b>LA 1.1.1.d</b> <i>Mastered in Kindergarten and blended with other skills at this grade level.</i>	<b>RF.K.1.A</b> Follow words from left to right, top to bottom, and page by page
<b>LA 1.1.1.g</b> Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)	<b>LA 1.1.1.b</b> Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).	<b>L.1.2.B</b> Use end punctuation for sentences.



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<b>LA 1.1.2 Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities.	<b>LA 1.1.2 Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 1.1.2.a</b> Segment spoken sentences into words	<b>LA 1.1.2.b</b> <i>Mastered in Kindergarten and blended with other skills at this grade level.</i>	<i>Not addressed</i>
<b>LA 1.1.2.b</b> Identify and produce oral rhymes	<b>LA 1.1.2.c</b> <i>Mastered in Kindergarten and blended with other skills at this grade level.</i>	<b>RF.K.2.A</b> Recognize and produce rhyming words.
<b>LA 1.1.2.c</b> Blend and segment syllable sounds in spoken words	<b>LA 1.1.2.d</b> <i>Mastered in Kindergarten and blended with other skills at this grade level.</i>	<b>RF.1.2.B</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <b>RF.1.2.D</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>LA 1.1.2.d</b> Blend and segment onset and rime orally (e.g., v-an, gr-ab)	<b>LA 1.1.2.e</b> <i>Mastered in Kindergarten and blended with other skills at this grade level.</i>	<b>RF.1.2.B</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <b>RF.1.2.C</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.
<b>LA 1.1.2.e</b> Manipulate phonemes orally (e.g., blend, segment)	<b>LA 1.1.2.a</b> Blend, segment and manipulate phonemes orally.	<b>RF.1.2.B</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <b>RF.1.2.D</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>LA 1.1.2.f</b> Manipulate phonemes to create new words, pseudo or real (e.g., “What is hand without the /h/?” –and; “The word is cat. Change the /t/ to /n/. What’s the new word?” –can)	<b>LA 1.1.2.a</b> Blend, segment and manipulate phonemes orally.	<b>RF.K.2.E</b> Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.
<b>LA 1.1.3 Word Analysis:</b> Students will use phonetic analysis to read, write, and spell grade level text.	<b>LA 1.1.3 Word Analysis:</b> Students will use phonetic analysis to read and write grade-level text.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 1.1.3.a</b> Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter consonants, consonant blends, long and short vowels, digraphs)	<b>LA 1.1.3.a</b> Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.	<b>RF.1.3.A</b> Know the spelling-sound correspondences for common consonant digraphs.



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		<p><b>RF.1.3.B</b> Decode regularly spelled one syllable words.</p> <p><b>RF.1.3.C</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p>
<p><b>LA 1.1.3.b</b> Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)</p>	<p><b>LA 1.1.3.a</b> Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.</p> <p><b>LA 1.1.3.b</b> Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).</p> <p><b>LA 1.1.5.a</b> Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).</p>	<p><b>RF.1.2.A</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>RF.1.2.B</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>RF.1.3.F</b> Read words with inflectional endings.</p> <p><b>L.1.2.D</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>
<p><b>LA 1.1.3.c</b> Read at least 100 high-frequency words from a commonly used list</p>	<p><b>LA 1.1.3.c</b> Recognize and read grade-level (phonetic and non-phonetic) words in text.</p>	<p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
<p><b>LA 1.1.3.d</b> Spell single syllable phonetically regular words</p>	<p><b>LA 1.1.3.a</b> Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and <b>spelling</b> grade-level text.</p>	<p><b>L.1.2.D</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.2.E</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
<p><b>LA 1.1.3.e</b> Blend sounds to read words</p>	<p><b>LA 1.1.3.a</b> Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when <b>reading</b>, writing, and spelling grade-level text.</p>	<p><b>RF.1.2.B</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>
<p><b>LA 1.1.3.f</b> Read words in connected text</p>	<p><b>LA 1.1.3.c</b> Recognize and read grade-level (phonetic and non-phonetic) words in text.</p>	<p><b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>



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		<b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.
<b>LA 1.1.3.g</b> Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream)	<b>LA 1.1.3.b</b> Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).	<b>L.2.2.c</b> Use an apostrophe to form contractions and frequently occurring possessives.  <b>L.2.4.D</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). <b>RF.1.2.C</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.
<b>LA 1.1.3.h</b> Monitor the accuracy of decoding.	<b>LA 1.1.6.m</b> Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	<b>RF.1.4.C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>LA 1.1.4 Fluency:</b> Students will develop accuracy, phrasing, and expression during grade level reading experiences.	<b>LA 1.1.4 Fluency:</b> Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 1.1.4.a</b> Read in meaningful phrases that sound like natural language to support comprehension	<b>LA 1.1.4.b</b> Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).	<b>RF.1.4.B</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>LA 1.1.4.b</b> Use a core of high-frequency words and phrases	<b>LA 1.1.3.c</b> Recognize and read grade-level (phonetic and non-phonetic) words in text.	<b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
<b>LA 1.1.4.c</b> Use repeating language patterns when reading	<b>Not matched</b>	<i>Not Addressed</i>
<b>LA 1.1.4.d</b> Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)	<b>LA 1.1.4.b</b> Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).	<b>RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.



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		<b>RF.1.4.B</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>LA 1.1.4.e</b> Read along with others and independently practice keeping an appropriate pace for a text	<b>LA 1.1.4.b</b> Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).	<b>RF.1.4.B</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>LA 1.1.5 Vocabulary:</b> Students will build literary, general academic, and content specific grade level vocabulary.	<b>LA 1.1.5</b> Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 1.1.5.a</b> Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)	<b>LA 1.1.5.a</b> Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).	<b>L.2.4.D</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). <b>L.1.4.C</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>LA 1.1.5.b</b> Relate new grade level vocabulary to prior knowledge and use in new situations	<b>LA 1.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>L.1.5.C</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy). <b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
<b>LA 1.1.5.c</b> Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words	<b>LA 1.1.5.b</b> Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.	<b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. <b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.



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		<p><b>RF.1.4.C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>L.1.4.A</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>
<p><b>LA 1.1.5.d</b> Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)</p>	<p><b>LA 1.1.5.d</b> Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.</p>	<p><b>L.1.5.A</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><b>L.1.5.B</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p><b>L.1.5.D</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><b>L.K.5</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>
<p><b>LA 1.1.5.e</b> Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer (s), teacher)</p>	<p><b>LA 1.1.5.e</b> Locate words and determine word meaning using reference materials and classroom resources.</p>	<p><b>L.2.2.E</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
<p><b>LA 1.1.5.f</b> Locate words in reference materials (e.g., alphabetical order)</p>	<p><b>LA 1.1.5.e</b> Locate words and determine word meaning using reference materials and classroom resources.</p>	<p><b>L.2.2.E</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<p><b>LA 1.1.6 Comprehension:</b> Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</p>	<p><b>LA 1.1.6 Comprehension:</b> Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.</p>	<p><i>N/A Grade level standards not aligned as a part of the MCREL study.</i></p>



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<b>LA 1.1.6.a</b> Identify author, illustrator, and author’s purpose (e.g., explain, entertain, inform)	<b>LA 1.1.6.a</b> Identify author’s purpose (e.g., explain, entertain, inform).	<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
<b>LA 1.1.6.b</b> Identify elements of <b>narrative</b> text (e.g., characters, setting, events)	<b>LA 1.1.6.b</b> Identify elements of <b>literary</b> text (e.g., characters, setting, events).	<b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.
<b>LA 1.1.6.c</b> Retell information from narrative text including characters, setting, and events	<b>LA 1.1.6.d</b> Retell major events and key details from a literary text and/or media.	<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.
<b>LA 1.1.6.d</b> Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	<b>LA 1.1.6.c</b> Identify an author’s use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).	<b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>LA 1.1.6.e</b> Retell main ideas from informational text	<b>LA 1.1.6.e</b> Retell main ideas and supporting details from informational text and/or media.	<b>RI.1.2</b> Identify the main topic and retell key details of a text.
<b>LA 1.1.6.f</b> Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)	<b>LA 1.1.6.j</b> Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<b>LA 1.1.6.g</b> Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)	<b>LA 1.1.6.f</b> Identify text features in print and digital informational text.	<b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. <b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.



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<b>LA 1.1.6.h</b> Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	<b>LA 1.1.6.g</b> Identify the basic characteristics of a variety of literary and informational texts.	<b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<b>LA 1.1.6.i</b> Make connections between characters or events in narrative and informational text, to own life or other cultures	<b>LA 1.1.6.h</b> Make connections between own life and/or other cultures in literary and informational text.	<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.  <b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>LA 1.1.6.j</b> Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text	<b>LA 1.1.6.i</b> Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	<b>RL.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>RL/RI.1.1</b> Ask and answer questions about key details in a text. <b>L.K.1.D</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
<b>LA 1.1.6.k</b> Identify and explain purpose for reading (e.g., information, pleasure)	<b>LA 1.1.6.k</b> Identify and explain purpose for reading (e.g., answer a question, enjoy).	<b>RF.1.4.A</b> Read on-level text with purpose and understanding.
<b>LA 1.1.6.l</b> Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	<b>LA 1.1.6.l</b> Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.  <b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>LA 1.1.6.m</b> Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning	<b>LA 1.1.6.m</b> Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	<b>RF.1.4.C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.





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<p><b>LA 1.1.6.n</b> Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)</p>	<p><b>LA 1.1.6.n</b> Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.</p>	<p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RF.1.4.C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p><b>LA 1.1.6.o</b> Respond to text verbally, in writing, or artistically</p>	<p><b>LA 1.1.6.o</b> Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).</p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>



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<b>Writing</b>		
<b>LA 1.2 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	<b>LA 1.2 Writing:</b> Students will learn and apply writing skills and strategies to communicate.	<b>Comprehensive standards not aligned as a part of the MCREL study.</b>
<b>LA 1.2.1 Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	<b>LA 1.2.1 Writing Process:</b> 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.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 1.2.1.a</b> Demonstrate that writing communicates thoughts and ideas	<b>LA 1.2.1.b</b> Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure</p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
<b>LA 1.2.1.b</b> Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools)	<b>LA 1.2.1.a</b> Use prewriting activities and inquiry tools to generate ideas.	<b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.



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<p><b>LA 1.2.1.c</b> Generate a draft by:                      -Selecting and organizing ideas relevant to topic, purpose, and genre                      -Composing complete sentences of varying length and complexity (e.g., dictation, labeling, simple sentences)</p>	<p><b>LA 1.2.1.b</b> Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.  <b>LA 1.2.1.c</b> Gather and use relevant information and evidence to support ideas.  <b>LA 1.2.1.d</b> Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.  <b>LA 1.2.1.g</b> Persevere in writing tasks of various length and complexity.</p>	<p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  <b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  <b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  <b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  <b>L.1.1.J</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<p><b>LA 1.2.1.d</b> Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p>	<p><b>LA 1.2.1.e</b> With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.</p>	<p><b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
<p><b>LA 1.2.1.e</b> Provide feedback to other writers</p>	<p><b>LA 1.2.1.f</b> Provide oral descriptive feedback to other writers.</p>	<p><b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
<p><b>LA 1.2.1.f</b> Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark).</p>	<p><b>LA 1.2.1.h</b> With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).</p>	<p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>



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<b>LA 1.2.1.g</b> Publish a legible document (e.g., handwritten)	<b>LA 1.2.1.j</b> Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	<b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>LA 1.2.1.h</b> Write with appropriate spaces between letters, words, and sentences.	<b>LA 1.2.1.j</b> Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	<b>RF.K.1.C</b> Understand that words are separated by spaces in print.
<b>LA 1.2.2 Writing Genres:</b> Students will write for a variety of purposes and audiences in multiple genres.	<b>LA 1.2.3. Writing Modes:</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 1.2.2.a</b> Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)	<p><b>LA 1.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p><b>LA 1.2.2.c</b> With adult guidance, conduct and publish research to answer questions or solve problems using resources.</p> <p><b>LA 1.2.1.b</b> Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.</p> <p><b>LA 1.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
<b>LA 1.2.2.b</b> Write to known audience or specific reader (e.g., letter to familiar person)	<b>LA 1.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	<b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.



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	<p><b>LA 1.2.1.b</b> Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.</p> <p><b>LA 1.2.2.c</b> With adult guidance, conduct and publish research to answer questions or solve problems using resources.</p> <p><b>LA 1.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>	
<p><b>LA 1.2.2.c</b> Write books and short pieces of writing that tell a story and/or provide information to readers about a topic</p>	<p><b>LA 1.2.2.a</b> Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p><b>LA 1.2.2.c</b> With adult guidance, conduct and publish research to answer questions or solve problems using resources.</p> <p><b>LA 1.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> <p><b>LA 1.2.1.b</b> Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.</p>	<p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
<p><b>LA 1.2.2.d</b> Write stories with a beginning, middle, and end</p>	<p><b>LA 1.2.1.b</b> Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.</p>	<p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
<p><b>LA 1.2.2.e</b> Compare models and examples (own and others) of various genres create similar pieces</p>	<p><b>LA 1.2.2.e</b> Compare various mentor texts and/or exemplars to create similar pieces.</p>	<p><i>Not addressed</i></p>



2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
<b>Speaking and Listening</b>		
<b>LA 1.3 Students will learn and apply speaking and listening skills and strategies to communicate.</b>	<b>LA 1.3 Speaking and Listening:</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.	<i>Comprehensive standards not aligned as a part of the MCREL study.</i>
<b>LA 1.3.1 Speaking Skills:</b> Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	<b>LA 1.3.1 Speaking:</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 1.3.1.a</b> Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	<b>LA 1.3.1.a</b> Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.	<b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <b>SL.1.6</b> Produce complete sentences when appropriate to task and situation (see Grade 1 language standards 1 and 3 for specific expectations).
<b>LA 1.3.1.b</b> Communicate orally in daily classroom activities and routines	<b>LA 1.3.1.a</b> Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences. <b>LA 1.3.3.a</b> Practice appropriate classroom etiquette and recognize social cues when communicating.	<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
<b>LA 1.3.2 Listening Skills:</b> Students will develop and demonstrate active listening skills across a variety of situations.	<b>LA 1.3.2 Listening:</b> Students will develop and demonstrate active listening skills across a variety of situations.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 1.3.2.a</b> Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)	<b>LA 1.3.2.a</b> Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	<b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.



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<b>LA 1.3.2.b</b> Use information in order to complete a task (e.g., following one/two step directions, responding to questions)	<b>LA 1.3.2.c</b> Complete a task following one/two-step directions.	<i>Not addressed</i>
<b>LA 1.3.2.c</b> Listen and retell specific details of information	<b>LA 1.1.6.d</b> Retell major events and key details from a literary text and/or media. <b>LA 1.1.6.e</b> Retell main ideas and supporting details from informational text and/or media.	<b>RI.1.2</b> Identify the main topic and retell key details of a text.
<b>LA 1.3.2.d</b> Listen to and ask questions about thoughts, ideas, and information being communicated	<b>LA 1.3.3.d</b> Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study. <b>LA 1.3.1.e</b> Ask pertinent questions to acquire or confirm information.	<b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>LA 1.3.3 Reciprocal Communication:</b> Students will develop reciprocal communication skills.	<b>LA 1.3.3 Reciprocal Communication:</b> Students will develop, apply, and adapt reciprocal communication skills.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 1.3.3.a</b> Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)	<b>LA 1.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	<b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
<b>LA 1.3.3.b</b> Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)	<b>LA 1.3.3.c</b> Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.	<b>SL.1.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>LA 1.3.3.c</b> Participate in learning situations (e.g. small groups, show and share, cooperative problem solving, play)	<b>LA 1.3.1.e</b> Ask pertinent questions to acquire or confirm information. <b>LA 1.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.



2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
<b>Multiple Literacies</b>		
<b>LA 1.4 Multiple Literacies:</b> Students will identify, locate, and evaluate information.	<b>LA 1.4 Multiple Literacies:</b> Students will apply information fluency and practice digital citizenship.	<i>Comprehensive standards not aligned as a part of the MCREL study.</i>
<b>LA 1.4.1 Multiple Literacies:</b> Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA 1.4.1 Information Fluency:</b> Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 1.4.1.a</b> Identify resources to find information (e.g., print, electronic)	<b>LA 1.4.1.a</b> Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).	<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>LA 1.4.1.b</b> Demonstrate understanding of authorship of print and online resources	<b>LA 1.4.1.b</b> With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	<i>Not addressed</i>
<b>LA 1.4.1.c</b> Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online)	<b>LA 1.4.2.a</b> Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).	<i>Not addressed</i>
<b>LA 1.4.1.d</b> Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	<b>LA 1.4.2.b</b> Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<i>Not addressed</i>
<b>LA 1.4.1.e</b> Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	<b>LA 1.4.2.b</b> Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).