

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
<b>Reading</b>		
<b>LA 2.1 Students will learn and apply reading skills and strategies to comprehend text.</b>	<b>LA 2.1 Students will learn and apply reading skills and strategies to comprehend text.</b>	<i>Comprehensive standards not aligned as a part of the MCREL study.</i>
<b>LA 2.1.1 Knowledge of Print:</b> Students will demonstrate knowledge of the concepts of print.	<b>LA 2.1.1 Concepts of Print:</b> <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>	N/A
<b>LA 2.1.2 Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities.	<b>LA 2.1.2 Phonological Awareness:</b> <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>	N/A
<b>LA 2.1.3 Word Analysis:</b> Students will use phonetic analysis to read, write, and spell grade level text.	<b>LA 2.1.3 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 2.1.3.a</b> Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs)	<b>LA 2.1.3.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.2.3.B</b> Know the spelling-sound correspondences for additional common vowel teams. <b>RF.2.3.E</b> Identify words with inconsistent but common spelling-sound correspondences. <b>L.2.2.D</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
<b>LA 2.1.3.b</b> Read, write, and spell sight words	<b>LA 2.1.3.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>LA 2.1.3.b</b> Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).	<b>RF.K.3.C</b> Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
<b>LA 2.1.3.c</b> Blend sounds to form words	<b>LA 2.1.3.c</b> Recognize and read grade-level (phonetic and non-phonetic) words in text.	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.
<b>LA 2.1.3.d</b> Read words in connected text	<b>LA 2.1.3.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>RL.2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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	<b>LA 2.1.3.c</b> Recognize and read grade-level (phonetic and non-phonetic) words in text.	<b>RI.2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>LA 2.1.3.e</b> Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)	<p><b>LA 2.1.3.b</b> Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).</p> <p><b>LA 2.1.3.c</b> Recognize and read grade-level (phonetic and non-phonetic) words in text.</p>	<p><b>L.2.4.C</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p><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).</p> <p><b>RF.2.3.D</b> Decode words with common prefixes and suffixes.</p> <p><b>RF.1.2.C</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>RF.1.3.E</b> Decode two-syllable words following basic patterns by</p>
<b>LA 2.1.3.f</b> Monitor the accuracy of decoding	<b>LA 2.1.6.m</b> Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	<b>RF.2.4.C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>LA 2.1.4 Fluency:</b> Students will develop accuracy, phrasing, and expression during grade level reading experiences.	<b>LA 2.1.4 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 2.1.4.a</b> Read phrases, clauses, and sentences that sound like natural language to support comprehension	<b>LA 2.1.4.b</b> Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).	<b>RF.2.4.B</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>LA 2.1.4.b</b> Read high-frequency words and phrases accurately and automatically	<b>LA 2.1.3.c</b> Recognize and read grade-level (phonetic and non-phonetic) words in text.	<b>RF.2.4.B</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
		<p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
<p><b>LA 2.1.4.c</b> Vary voice intonation (e.g., volume, tone) to reflect meaning of text</p>	<p><b>LA 2.1.4.b</b> Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).</p>	<p><b>RF.2.4.B</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<p><b>LA 2.1.4.d</b> Use appropriate pace while reading to gain and enhance the meaning of text</p>	<p><b>LA 2.1.4.b</b> Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).</p>	<p><b>RF.2.4.B</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<p><b>LA 2.1.5 Vocabulary:</b> Students will build literary, general academic, and content specific grade level vocabulary.</p>	<p><b>LA 2.1.5 Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p>	<p><i>N/A Grade level standards not aligned as a part of the MCREL study.</i></p>
<p><b>LA 2.1.5.a</b> Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)</p>	<p><b>LA 2.1.5.a</b> Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).</p>	<p><b>L.3.1.A</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>L.2.1.B</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p><b>L.2.2.C</b> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><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).</p> <p><b>RF.1.3.E</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p>
<p><b>LA 2.1.5.b</b> Relate new grade level vocabulary to prior knowledge and use in new situations</p>	<p><b>LA 2.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p>	<p><b>L.2.5.A</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>

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<p><b>LA 2.1.5.c</b> Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words</p>	<p><b>LA 2.1.5.b</b> Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.</p>	<p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><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.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RF.2.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>L.2.4.A</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>
<p><b>LA 2.1.5.d</b> Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)</p>	<p><b>LA 2.1.5.d</b> Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.</p>	<p><b>L.2.5.B</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</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.K.5.B</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>

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<b>LA 2.1.5.e</b> Identify meaning using print and digital reference materials (e.g., dictionary, glossary)	<b>LA 2.1.5.e</b> Locate words and determine meaning using reference materials.	<b>L.2.4.E</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
<b>LA 2.1.5.f</b> Locate words in reference materials (e.g., alphabetical order, guide words)	<b>LA 2.1.5.e</b> Locate words and determine meaning using reference materials.	<b>L.2.2.E</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<b>LA 2.1.6 Comprehension:</b> Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	<b>LA 2.1.6 Comprehension:</b> Students will construct meaning by using prior knowledge and text information to monitor comprehension while reading grade-level literary and informational text.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 2.1.6.a</b> Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension	<b>LA 2.1.6.a</b> Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	<b>RI 2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>LA 2.1.6.b</b> Identify elements of narrative text (e.g., characters, setting, plot)	<b>LA 2.1.6.b</b> Identify elements of literary text (e.g., characters, setting, plot).	<b>RL.2.3</b> Describe how characters in a story respond to major events and challenges. <b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>LA 2.1.6.c</b> Retell information from narrative text including characters, setting, and plot	<b>LA 2.1.6.d</b> Retell major events and key details from a literary text and/or media and support a prompted theme.	<b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.
<b>LA 2.1.6.d</b> Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	<b>LA 2.1.6.c</b> Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).	<b>L.4.5.A</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  <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.

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<b>LA 2.1.6.e</b> Retell and summarize the main idea from informational text	<b>LA 2.1.6.e</b> Retell main ideas and supporting details from informational text and/or media.	<b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<b>LA 2.1.6.f</b> Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)	<b>LA 2.1.6.j</b> Identify organizational patterns found in informational text (e.g., sequence, description, 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 2.1.6.g</b> Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)	<b>LA 2.1.6.f</b> Use text features to locate information and gain meaning from print and digital text.	<b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <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.
<b>LA 2.1.6.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 2.1.6.g</b> Compare and contrast the basic characteristics of a variety of literary and informational texts.	<b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>LA 2.1.6.i</b> Compare and contrast connections between characters or events in narrative or information text to own life or other cultures	<b>LA 2.1.6.h</b> Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.	<b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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		<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.
<b>LA 2.1.6.j</b> Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	<b>LA 2.1.6.i</b> Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	<b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RI/RI.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>LA 2.1.6.k</b> Identify and explain purpose for reading (e.g., information, pleasure, understanding)	<b>LA 2.1.6.k</b> Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task).	<b>RF.2.4.A</b> Read on-level text with purpose and understanding.
<b>LA 2.1.6.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 2.1.6.l</b> Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	<b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.
<b>LA 2.1.6.m</b> Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning	<b>LA 2.1.6.m</b> Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	<b>RF.2.4.C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>LA 2.1.6.n</b> Make and confirm/modify predictions before, during, and after reading(e.g., illustrations, personal experience, events, character traits)	<b>LA 2.1.6.n</b> Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.	<i>Not Addressed</i>
<b>LA 2.1.6.o</b> Respond to text verbally, in writing, or artistically	<b>LA 2.1.6.o</b> Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	<b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

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		<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>



2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
<b>Writing</b>		
<b>LA 2.2 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	<b>LA 2.2. Writing: Students will learn and apply writing skills and strategies to communicate.</b>	<b><i>Comprehensive standards not aligned as a part of the MCREL study.</i></b>
<b>LA 2.2.1 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 2.2.1 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 2.2.1.a</b> Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)	<b>LA 2.2.1.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.
<b>LA 2.2.1.b</b> Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing complete sentences of varying length, and complexity, and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory) -Developing a coherent beginning and end	<b>LA 2.2.1.b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end. <b>LA 2.2.1.c</b> Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas. <b>LA 2.2.1.d</b> Compose paragraphs with grammatically correct sentences of varying length, complexity, and type. <b>LA 2.2.1.g</b> Persevere in writing tasks of various length and complexity.	<b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. <b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <b>L.2.1.f</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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<b>LA 2.2.1.c</b> Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	<b>LA 2.2.1.e</b> Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	<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.
<b>LA 2.2.1.d</b> Provide oral feedback to other writers; utilize others' feedback to improve own writing	<b>LA 2.2.1.f</b> Provide oral and/or written descriptive feedback to other writers.	<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.
<b>LA 2.2.1.e</b> Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)	<b>LA 2.2.1.h</b> Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	<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.
<b>LA 2.2.1.f</b> Publish a legible document (e.g., handwritten or electronic)	<b>LA 2.2.1.j</b> Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	<b>W.2.6</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 2.2.1.g</b> Print legibly (e.g., letter formation, letter size, spacing, alignment)	<b>LA 2.2.1.j</b> Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	<i>Not Addressed</i>
<b>LA 2.2.2 Writing Genres:</b> Students will write for a variety of purposes and audiences in multiple genres.	<b>LA 2.2.2 Writing Modes:</b> Students 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 2.2.2.a</b> Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)	<b>LA 2.2.2.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>LA 2.2.1.b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end. <b>LA 2.2.2.c</b> Conduct and publish research to answer questions or solve problems using resources.	<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 2.2.2.b</b> Write to known audience or specific reader (e.g. letter to familiar person)</p>	<p><b>LA 2.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> <p><b>LA 2.2.2.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 2.2.1.b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.</p> <p><b>LA 2.2.2.c</b> Conduct and publish research to answer questions or solve problems using resources.</p> <p><b>LA 2.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>	<p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
<p><b>LA 2.2.2.c</b> Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)</p>	<p><b>LA 2.2.2.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 2.2.1.b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.</p> <p><b>LA 2.2.2.c</b> Conduct and publish research to answer questions or solve problems using resources.</p> <p><b>LA 2.2.2.d</b> Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

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<p><b>LA 2.2.2.d</b> Use an organizational structure that includes a central idea or focus</p>	<p><b>LA 2.2.1 b</b> Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<p><b>LA 2.2.2.e</b> Compare models and examples (own and others) of various genres to create a similar piece</p>	<p><b>LA 2.2.2.e</b> Compare various mentor texts and/or exemplars to create a similar piece.</p>	<p><i>Not Addressed</i></p>

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
<b>Speaking and Listening</b>		
<p><b>LA 2.3 Students will learn and apply speaking and listening skills and strategies to communicate.</b></p>	<p><b>LA 2. 3 Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.</b></p>	<p><i>Comprehensive standards not aligned as a part of the MCREL study.</i></p>
<p><b>LA 2.3.1 Speaking Skills:</b> Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.</p>	<p><b>LA 2.3.1 Speaking:</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<p><i>N/A Grade level standards not aligned as a part of the MCREL study.</i></p>
<p><b>LA 2.3.1.a</b> Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)</p>	<p><b>LA 2.3.1.a</b> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p>	<p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> <p><b>L.2.3</b> Compare formal and informal uses of English.</p>
<p><b>LA 2.3.1.b</b> Demonstrate speaking techniques for a variety of purposes and situations</p>	<p><b>LA 2.3.1.b</b> Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.</p>	<p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p><b>LA 2.3.2 Listening Skills:</b> Students will develop and demonstrate active listening skills across a variety of situations.</p>	<p><b>LA 2.3.2 Listening:</b> Students will develop and demonstrate active listening skills across a variety of situations.</p>	<p><i>N/A Grade level standards not aligned as a part of the MCREL study.</i></p>

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
<b>LA 2.3.2.a</b> Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation)	<b>LA 2.3.2.a</b> Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	<b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through media.  <b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>LA 2.3.2.b</b> Use information in order to complete a task (e.g., follow multi-step directions, responding to questions)	<b>LA 2.3.2.c</b> Complete a task following multi-step directions.	<b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
<b>LA 2.3.2.c</b> Listen and retell specific details of information heard	<b>LA 2.1.6.d</b> Retell major events and key details from a literary text and/or media and support a prompted theme. <b>LA 2.1.6.e</b> Retell main ideas and supporting details from informational text and/or media.	<b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through media.
<b>LA 2.3.2.d</b> Listen to and ask questions about thoughts, ideas, and information being communicated	<b>LA 2.3.1.e</b> Ask pertinent questions to acquire or confirm information. <b>LA 2.3.3.d</b> Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study. <b>LA 2.3.2.b</b> Ask questions about the purpose and credibility of information being presented in diverse media and formats.	<b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>LA 2.3.3 Reciprocal Communication:</b> Students will develop reciprocal communication skills.	<b>LA 2.3.3 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 2.3.3.a</b> Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)	<b>LA 2.3.3.b</b> Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	<b>L.2.5.B</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
<b>LA 2.3.3.b</b> Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)	<b>LA 2.3.3.c</b> Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	<b>SL.2.1.A</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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<p><b>LA 2.3.3.c</b> Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)</p>	<p><b>LA 2.3.1.e</b> Ask pertinent questions to acquire or confirm information.  <b>LA 2.3.3.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.</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  <b>SL.2.1.B</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p>

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
<b>Multiple Literacies</b>		
<b>LA 2.4 Multiple Literacies:</b> Students will identify, locate, and evaluate information.	<b>LA 2.4 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 2.4.1 Multiple Literacies:</b> Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA 2.4.1 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 2.4.1.a</b> Use resources to answer guiding questions (e.g., print, electronic)	<b>LA 2.4.1.a</b> With guidance, locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.
<b>LA 2.4.1.b</b> Discuss ethical and legal use of information	<b>LA 2.4.1.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 2.4.1.c</b> Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)	<b>LA 2.4.2.a</b> Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	<i>Not Addressed</i>
<b>LA 2.4.1.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 2.4.2.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 2.4.1.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 2.4.2.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.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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<p><b>LA 2.4.1.f</b> Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)</p>	<p><b>LA 2.4.2.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.</p>	<p><i>Not Addressed</i></p>