

| 2009 NE Standards & Indicators | 2014 NE Standards & Indicators | Common Core State Standards |
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| Reading | | |
| LA 0.1 Students will learn and apply reading skills and strategies to comprehend text. | LA 0.1 Students will learn and apply reading skills and strategies to comprehend text. | Comprehensive standards not aligned as a part of the MCREL study. |
| LA 0.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print. | LA 0.1.1 Concepts of Print: 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> |
| LA 0.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case) | LA 0.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/ lower case). | RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RF.K.1.D Recognize and name all upper and lowercase letters of the alphabet. |
| LA 0.1.1.b Explain that the purpose of print is to carry information (e.g., environmental print, names) | LA 0.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs). | <i>Not Addressed</i> |
| LA 0.1.1.c Demonstrate voice to print match (e.g., student points to print as someone reads) | LA 0.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads). | RF.K.1.A Follow words from left to right, top to bottom, and page by page |
| LA 0.1.1.d Demonstrate understanding that words are made up of letters | LA 0.1.1.g Demonstrate understanding that words are made up of letters and sentences are made up of words. | RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters. |
| LA 0.1.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator) | LA 0.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator). | RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text |
| LA 0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom | LA 0.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom. | RF.K.1.A Follow words from left to right, top to bottom, and page by page |

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| LA 0.1.1.g Identify punctuation (e.g., period, exclamation mark, question mark) | LA 0.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark). | L.K.2.B Recognize and name end punctuation. |
| LA 0.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. | LA 0.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. | <i>N/A Grade level standards not aligned as a part of the MCREL study.</i> |
| LA 0.1.2.a Segment spoken sentences into words | LA 0.1.2.b Segment spoken sentences into words. | <i>Not Addressed</i> |
| LA 0.1.2.b Identify and produce oral rhymes | LA 0.1.2.c Identify and produce oral rhymes. | RF.K.1.D Recognize and name all upper and lowercase letters of the alphabet.. |
| LA 0.1.2.c Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday) | LA 0.1.2.d Identify, blend, and segment syllable sounds in spoken words (e.g., cupcake, birthday). | RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words. |
| LA 0.1.2.d Blend spoken onsets and rimes to form simple words (e.g., v-an, gr-ab) | LA 0.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab). | RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words. |
| LA 0.1.2.e Segment onsets and rimes orally (e.g., v-an, gr-ab) | LA 0.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab). | RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words. |
| LA 0.1.2.f Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words) | LA 0.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds (phonemes); recognize same sounds in different words). | RF.1.2.B Orally produce single syllable words by blending sounds (phonemes), including consonant blends. |
| LA 0.1.2.g Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words) | LA 0.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words). | RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/,/r/, or /x/.) |
| LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text. | LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text. | <i>N/A Grade level standards not aligned as a part of the MCREL study.</i> |
| LA 0.1.3.a Identify upper and lower case letters | LA 0.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/ lower case). | RF.K.2.A Recognize and name all upper and lowercase letters of the alphabet. |

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| LA 0.1.3.b Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing) | LA 0.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text. | RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes). |
| LA 0.1.3.c Read at least 25 basic high frequency words from a commonly used list | LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text. | RF.K.3.C Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does). |
| LA 0.1.3.d Use phonetic knowledge to write (e.g., approximated spelling) | LA 0.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, writing , and spelling grade-level text. | L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| LA 0.1.3.e Recognize known words in connected text (e.g., big book, environmental print, class list, labels) | LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text. | RF.K.4 Read emergent-reader texts with purpose and understanding. |
| LA 0.1.3.f Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written | LA 0.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes). | RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| LA 0.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences. | LA 0.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension. | <i>N/A Grade level standards not aligned as a part of the MCREL study.</i> |
| LA 0.1.4.a Imitate adult’s expression, reflecting meaning with voice (e.g., pause, stress, phrasing) | LA 0.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text. (pace is addressed in Grade 1) | RF.K.4 Read emergent-reader texts with purpose and understanding. RF.1.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |

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| LA 0.1.4.b Imitate repeating language patterns during reading (e.g., modeled reading, choral reading) | Not matched | <i>Not Addressed</i> |
| LA 0.1.4.c Read familiar text with others, maintaining an appropriate pace | LA 0.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text. (pace is addressed in Grade 1) | RF.K.4 Read emergent-reader texts with purpose and understanding. RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| LA 0.1.5 Vocabulary: Students will build literary, general academic and content specific grade level vocabulary. | LA 0.1.5 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> |
| LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds) | LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds). | L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). L.K.4.B Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |
| LA 0.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations | LA 0.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. | L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy). |
| LA 0.1.5.c Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words | LA 0.1.5.b Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words. | RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase. RI.K.5 Identify the front cover, back cover, and title page of a book. |

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| | | RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| LA 0.1.5.d Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes) | LA 0.1.5.d Identify semantic relationships (e.g., conceptual categories) to determine word relationships. | L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |
| LA 0.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher) | LA 0.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources | L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. |
| LA 0.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. | LA 0.1.6 Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text. | <i>N/A Grade level standards not aligned as a part of the MCREL study.</i> |
| LA 0.1.6.a Explain that the author and illustrator create books | LA 0.1.6.a With adult guidance, identify author’s purpose (e.g., explain, entertain, inform). LA 0.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator). | RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| LA 0.1.6.b Identify elements of the story including setting, character, and events | LA 0.1.6.b Identify elements of literary text (e.g., characters, setting, events). | RL.K.3 With prompting and support, identify characters, settings, and major events in a story. |
| LA 0.1.6.c Retell information from narrative text including characters, setting, and events | LA 0.1.6.d With adult guidance, retell major events and key details from a literary text and/or media. | RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story. |
| LA 0.1.6.d Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details) | LA 0.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration). | RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |

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| | | RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| LA 0.1.6.e Retell main ideas from informational text | LA 0.1.6.e With adult guidance, retell main ideas from informational text and/or media. | RI.K.2 With prompting and support, identify the main topic and retell key details of a text. |
| LA 0.1.6.f Identify text features in informational text (e.g., titles, bold print, illustrations) | LA 0.1.6.f Identify text features in print and digital informational text. | RI.K.5 Identify the front cover, back cover, and title page of a book RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| LA 0.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books) | LA 0.1.6.g Identify the basic characteristics of literary and informational text. | RL.K.5 Recognize common types of texts (e.g., storybooks, poems). |
| LA 0.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures | LA 0.1.6.h Make connections between own life and/or other cultures in literary and informational text. | RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| LA 0.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text | LA 0.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources. | RL/RI.K.1 With prompting and support, ask and answer questions about key details in a text. L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). |
| LA 0.1.6.j Identify different purposes for reading (e.g., information, pleasure) | LA 0.1.6.k Identify different purposes for reading (e.g., inform, enjoy). | RL/RI.K.10 Actively engage in group reading activities with purpose and understanding. |

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| <p>LA 0.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading</p> | <p>LA 0.1.6.i Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.</p> | <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> |
| <p>LA 0.1.6.l Make predictions about a text using prior knowledge, pictures, and titles</p> | <p>LA 0.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations, and titles.</p> | <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> |
| <p>LA 0.1.6.m Respond to text verbally, in writing, or artistically</p> | <p>LA 0.1.6.o Respond to text (e.g., verbally, in writing, or artistically).</p> | <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> |

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| Writing | | |
| LA 0.2.2 Students will learn and apply writing skills and strategies to communicate. | LA 0.2.2 Writing: Students will learn and apply writing skills and strategies to communicate. | <i>N/A Comprehensive standards not aligned as a part of the MCREL study.</i> |
| LA 0.2.1 Writing Process: Students will use writing to communicate. | LA 0.2.1 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. | <i>N/A Grade level standards not aligned as a part of the MCREL study.</i> |
| LA 0.2.1.a Demonstrate that writing communicates thoughts and ideas | LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic. LA 0.2.1.c With adult guidance, use relevant information and evidence to support ideas. | W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| LA 0.2.1.b Apply prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences) | LA 0.2.1.a Use prewriting activities and inquiry tools to generate ideas. | W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <i>(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</i> |

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| LA 0.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic | LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic. | W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. L.K.1.F Produce and expand complete sentences in shared language activities. |
| LA 0.2.1.d Revise writing by adding details | LA 0.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others. | W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. L.K.2.B Recognize and name end punctuation. |
| LA 0.2.1.e Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark) | LA 0.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation). | W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| LA 0.2.1.f Publish a legible document (e.g., handwritten) | LA 0.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats. | W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| LA 0.2.1.g Print all uppercase and lowercase letters, attending to the form of the letters | LA 0.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). | L.K.1.A Print many upper- and lowercase letters. |
| LA 0.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres. | LA 0.2.2 Writing Modes: 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> |
| LA 0.2.2.a Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom) | LA 0.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. | W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). |

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| | <p>LA 0.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems.</p> <p>LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> <p>LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.</p> | <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> |
| <p>LA 0.2.2.b Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)</p> | <p>LA 0.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.</p> <p>LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> | <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <i>(Grade-specific expectations for writing types are defined in standards 1-3 above.)</i></p> |

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| Speaking and Listening | | |
| LA 0.3 Students will learn and apply speaking and listening skills and strategies to communicate. | LA 0.3 Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. | <i>N/A Comprehensive standards not aligned as a part of the MCREL study.</i> |
| LA 0.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations. | LA 0.3.1 Speaking: 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> |
| LA 0.3.1.a Communicate ideas orally in daily classroom activities and routines | LA 0.3.1.a Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences. | SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
| LA 0.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. | LA 0.3.2 Listening: 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> |
| LA 0.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation) | LA 0.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities. | SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| LA 0.3.2.b Complete a task after listening for information | LA 0.3.2.c Complete a task following one/two-step directions. | <i>N/A Not Addressed</i> |
| LA 0.3.2.c Listen and retell main ideas of information | LA 0.1.6.d With adult guidance, retell major events and key details from a literary text and/or media. | SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through media. |
| LA 0.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills. | LA 0.3.3 Reciprocal Communication: 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> |
| LA 0.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words) | LA 0.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/ hurtful words) in conversation. | L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. |

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| <p>LA 0.3.3.b Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)</p> | <p>LA 0.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.</p> | <p>SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> |
| <p>LA 0.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)</p> | <p>LA 0.3.1.e Ask pertinent questions to acquire or confirm information. LA 0.3.3.e 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>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten 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 |
|---|--|---|
| Multiple Literacies | | |
| LA 0.4 Multiple Literacies: Students will identify, locate, and evaluate information. | LA 0.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship. | <i>N/A Comprehensive standards not aligned as a part of the MCREL study.</i> |
| LA 0.4.1 Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital). | LA 0.4.1 Information Fluency: 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> |
| LA 0.4.1.a Identify resources to find information (e.g., print, electronic) | LA 0.4.1.a With guidance, 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). | W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| LA 0.4.1.b Demonstrate understanding of authorship of print and online resources | LA 0.4.1.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> |
| LA 0.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g. rules for internet use) | LA 0.4.2.a 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> |
| LA 0.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning) | LA 0.4.2.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> |
| LA 0.4.1.e Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled internet downloads, multimedia presentations) | LA 0.4.2.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. | W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |