

Nebraska College- and Career- Ready Standards for ELA – Grade K

		Unit 1	Unit 2	Unit 3	Unit 4
Foundations of Reading					
Concepts of Print: Demonstrate knowledge of the organization and basic concepts of print.					
LA.K.F.1 Demonstrate knowledge of the organization and basic concepts of print.					
a.	Identify all upper and lowercase letters of the alphabet in isolation and in connected text.	✓	✓		
b.	Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.	✓	✓	✓	✓
c.	Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print.	✓			
d.	Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.	✓			
Phonological Awareness: Demonstrate phonological awareness through oral activities.					
LA.K.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					
a.	Segment and count spoken sentences into words.	✓			
b.	Recognize and begin to produce oral rhymes.	✓	✓	✓	✓
c.	Count, produce, and segment spoken words into syllables and identify syllable parts.			✓	✓
d.	Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).			✓	✓
e.	Delete part of a syllable within a spoken word including compound words (e.g., “Say ‘parsnip.’ Say it again but don’t say ‘par;’ e.g., “Say ‘cowboy.’ Say it again but don’t say ‘cow’”).			✓	✓
f.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.			✓	✓
Phonics and Word Analysis: Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.					
LA.K.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.					
a.	Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant.	✓	✓		
b.	Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.				✓
c.	Decode consonant-vowel-consonant (CVC) words.		✓	✓	✓
d.	Encode consonant-vowel-consonant (CVC) words.		✓	✓	✓
e.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		✓	✓	✓

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		Unit 1	Unit 2	Unit 3	Unit 4
Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension.					
LA.K.F.3 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.					
a.	Recognize upper and lowercase letters automatically and accurately.	✓	✓		
b.	Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.		✓	✓	✓
c.	Read grade level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words or those included in instructional materials).		✓	✓	✓
Reading Prose and Poetry					
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.					
LA.K.RP.1	With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	✓		✓	
LA.K.RP.2	With prompting and support, identify main character(s), setting, and important events in a literary text.	✓		✓	✓
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.					
LA.K.RP.3	With prompting and support, define the role of author and illustrator in a literary text.	✓			
LA.K.RP.4	With prompting and support, identify the basic characteristics of literary text.	✓		✓	✓
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.					
LA.K.RP.5	With prompting and support, compare and contrast the experiences of characters in familiar stories.	✓			✓
LA.K.RP.6	With prompting and support, ask and answer questions about key details in a literary text.	✓	✓	✓	✓
LA.K.RP.7	With prompting and support, make connections between own experiences and other cultures in literary texts.	✓			
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary texts independently and proficiently.					
LA.K.RP.8	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓
Reading Informational Text					
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.					
LA.K.RI.1	With prompting and support, identify the main topic and key details in an informational text.		✓	✓	✓
LA.K.RI.2	With prompting and support, identify key individuals, events, or pieces of information in an informational text.		✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade K

		Unit 1	Unit 2	Unit 3	Unit 4
Reading Informational Text (Cont.)					
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.					
LA.K.RI.3 With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.		✓			
LA.K.RI.4 With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.			✓	✓	✓
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.					
LA.K.RI.5 With prompting and support, identify basic similarities and differences between two informational texts on the same topic.			✓	✓	✓
LA.K.RI.6 With prompting and support, explain the difference between facts and opinions about a topic.					✓
LA.K.RI.7 With prompting and support, make connections between own experiences and other cultures in informational texts.		✓			
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational texts independently and proficiently.					
LA.K.RI.8 Actively engage in group reading activities with purpose and understanding.		✓	✓	✓	✓
Vocabulary					
Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.					
LA.K.V.1 Recognize and use conversational and grade-level academic vocabulary.					
a.	With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).	✓	✓	✓	✓
b.	With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.	✓	✓	✓	✓
c.	With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.	✓	✓	✓	✓
Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.					
LA.K.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.					
a.	With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships.	✓	✓	✓	✓
b.	With prompting and support, deepen understanding of words by identifying and relating them to their opposites.	✓	✓	✓	✓
c.	With prompting and support, ask and answer questions about key words and phrases to determine their meaning.	✓	✓	✓	✓
d.	With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade K

		Unit 1	Unit 2	Unit 3	Unit 4
Writing					
Foundations of Writing: Apply handwriting skills to communicate ideas and information.					
LA.K.FW.1 Demonstrate basic handwriting skills.					
a.	Identify and match upper and lowercase manuscript letters.	✓	✓		
b.	Print many upper and lowercase manuscript letters using reference materials and classroom resources.	✓	✓		
c.	Write left to right and use appropriate spacing between letters and words.	✓			
LA.K.FW.2 Demonstrate sound-letter concepts when writing.					
a.	Segment phonemes orally in single-syllable words.	✓	✓	✓	✓
b.	Demonstrate understanding that syllables are organized around vowel sounds.			✓	✓
Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.					
LA.K.W.1 With prompting and support, form and use complete simple sentences in shared language activities.					
a.	Capitalize the first word in a sentence and the pronoun I.	✓	✓	✓	✓
b.	Recognize and name end punctuation.	✓	✓	✓	✓
c.	Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).	✓	✓	✓	✓
d.	Form regular plural nouns by adding /s/ or /es/.	✓	✓	✓	✓
e.	Use interrogatives to ask questions.	✓	✓	✓	✓
f.	Use subject-verb agreement in simple sentences.	✓	✓	✓	✓
LA.K.W.2 With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.					
a.	Use prewriting activities and resources to generate ideas.	✓	✓	✓	✓
b.	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	✓	✓	✓	✓
c.	Use feedback from others to improve writing and/or add details.	✓	✓	✓	✓
d.	Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	✓	✓	✓	✓
e.	Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade K

	Unit 1	Unit 2	Unit 3	Unit 4
Writing (Cont.)				
Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.				
LA.K.W.3 With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.	✓	✓	✓	✓
LA.K.W.4 With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.	✓	✓	✓	✓
LA.K.W.5 With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.	✓	✓	✓	✓
LA.K.W.6 With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.	✓	✓	✓	✓
Speaking and Listening				
Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.				
LA.K.SL.1 With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.				
a. Ask pertinent questions to acquire or confirm information.	✓	✓	✓	✓
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	✓	✓	✓	✓
c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	✓	✓	✓	✓
d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	✓	✓	✓	✓
e. Complete a task following one/two-step directions.	✓	✓	✓	✓
Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.				
LA.K.SL.2 With prompting and support, describe familiar people, places, things, and events, and provide additional detail.				
a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.	✓	✓	✓	✓
b. Convey a personal perspective with clear reasons.	✓	✓	✓	✓
c. Explain the purpose of information being presented.	✓	✓	✓	✓
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	✓	✓	✓	✓
e. Use appropriate visual and/or digital tools to support verbal communication.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 1

		Unit 1	Unit 2	Unit 3	Unit 4
Foundations of Reading					
Concepts of Print: Demonstrate knowledge of the organization and basic concepts of print.					
LA.1.F.1 Demonstrate knowledge of the organization and basic concepts of print.					
a.	Recognize the distinguishing features of a sentence.	✓	✓	✓	✓
Phonological Awareness: Demonstrate phonological awareness through oral activities.					
LA.1.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					
a.	Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with blends.	✓	✓	✓	✓
b.	Delete initial and final phonemes in words.	✓	✓	✓	✓
c.	Substitute phonemes in spoken words to build new words in single-syllable words with no blends.	✓	✓	✓	✓
d.	Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words), (e.g., “Say ‘map.’ Say it again and instead of /p/ say /t/. What is the new word? ‘Mat’”).	✓	✓	✓	✓
Phonics and Word Analysis: Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.					
LA.1.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.					
a.	Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.	✓	✓	✓	✓
b.	Decode and encode simple words with r-controlled vowels.		✓		
c.	Decode and encode regularly spelled one-syllable words.	✓	✓		
d.	Decode and encode final -e and common vowel team conventions for representing long vowel sounds.		✓		✓
e.	Decode and encode two-syllable words with regular patterns by breaking the words into syllables.			✓	✓
f.	Decode and encode words with inflectional endings.			✓	✓
g.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.			✓	✓
h.	Recognize and read grade-appropriate, irregularly spelled words.	✓	✓	✓	✓
Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension.					
LA.1.F.3 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.					
a.	Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning.	✓	✓	✓	✓
b.	Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 1

	Unit 1	Unit 2	Unit 3	Unit 4
Reading Prose and Poetry				
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.				
LA.1.RP.1 Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.	✓		✓	
LA.1.RP.2 Identify the main character(s), setting, and important events, drawing on key details in a literary text.	✓		✓	
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.				
LA.1.RP.3 Explain the difference between the roles of author and narrator or speaker in a literary text.	✓		✓	
LA.1.RP.4 Identify the basic characteristics of literary text, drawing on a wide range of text types.	✓		✓	
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.				
LA.1.RP.5 Compare and contrast the experiences of characters in familiar stories.	✓		✓	
LA.1.RP.6 Ask and answer questions about key details in a literary text.	✓		✓	
LA.1.RP.7 Make connections between own experiences and other cultures in literary texts.	✓		✓	
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary texts independently and proficiently.				
LA.1.RP.8 With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.	✓	✓	✓	✓
Reading Informational Text				
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.				
LA.1.RI.1 Identify the main topic and key details in an informational text.		✓		✓
LA.1.RI.2 Identify key individuals, events, or pieces of information in an informational text.		✓		✓
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.				
LA.1.RI.3 Define the role of the author and illustrator in presenting the ideas or information in a text.	✓			
LA.1.RI.4 Use text features (titles, headings, visuals) to predict or confirm the topic of a text.	✓	✓	✓	✓
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.				
LA.1.RI.5 Identify basic similarities and differences between two informational texts on the same topic.		✓		✓
LA.1.RI.6 Identify an author's opinion(s) about a text.				✓

Nebraska College- and Career- Ready Standards for ELA – Grade 1

		Unit 1	Unit 2	Unit 3	Unit 4
Reading Informational Text (Cont.)					
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational texts independently and proficiently.					
LA.1.RI.8 With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.		✓	✓	✓	✓
Vocabulary					
Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.					
LA.1.V.1 Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary.					
a.	Use sentence-level context clues to determine the meaning of a word or phrase.	✓	✓	✓	✓
b.	Use commonly occurring affixes to determine the meaning of unknown words.	✓	✓	✓	✓
c.	Identify commonly occurring root words and their inflectional forms.	✓	✓	✓	✓
d.	Determine the meanings of key words and phrases using provided reference materials and classroom resources.	✓	✓	✓	✓
Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.					
LA.1.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.					
a.	Sort common words and phrases into conceptual categories to develop an understanding of word relationships.		✓		✓
b.	Define words by their category and simple attributes (e.g., a duck is a bird that swims).		✓		✓
c.	Ask and answer questions about key words and phrases to determine their meaning.	✓	✓	✓	✓
d.	Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).	✓	✓	✓	✓
Writing					
Foundations of Writing: Apply handwriting skills to communicate ideas and information.					
LA.1.FW.1 Demonstrate and apply handwriting skills.					
a.	Print all upper and lowercase manuscript letters using correct formation.	See Y Toolkit*			
b.	Write the common grapheme (letter or letter group) for each phoneme.	See Y Toolkit			
c.	Use appropriate spacing between letters and words.	✓			

*RLA Toolkits provide level-specific small-group instruction.

Nebraska College- and Career- Ready Standards for ELA – Grade 1

		Unit 1	Unit 2	Unit 3	Unit 4
Writing (Cont.)					
Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.					
LA.1.W.1 Write and expand grammatically correct simple sentences and paragraphs.					
a.	Capitalize proper nouns (e.g., days of the week, names of people).	✓	✓	✓	✓
b.	Use end punctuation, commas in dates, and commas to separate single words in a series.	✓	✓	✓	✓
c.	Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives.	✓	✓	✓	✓
d.	Form and use regular and frequently occurring irregular plural nouns.	✓	✓	✓	✓
e.	Use subject-verb agreement in simple and compound sentences.	✓	✓	✓	✓
LA.1.W.2 Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.					
a.	Use prewriting activities and resources to generate and organize ideas.	✓	✓	✓	✓
b.	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	✓	✓	✓	✓
c.	Use feedback from others to improve writing and/or add details.	✓	✓	✓	✓
d.	Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	✓	✓	✓	✓
e.	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	✓	✓	✓	✓
Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.					
LA.1.W.3 With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events.					
a.	Include some relevant details.	✓		✓	
b.	Use time order words to signal sequence of events.	✓		✓	
c.	Provide a sense of closure.	✓		✓	
LA.1.W.4 With prompting and support, express an opinion about a topic or text and provide a supporting reason.					
a.	Introduce a topic or text.			✓	✓
b.	State an opinion and provide a reason to support the opinion.			✓	✓
c.	Provide a sense of closure.			✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 1

		Unit 1	Unit 2	Unit 3	Unit 4
Writing (Cont.)					
LA.1.W.5 With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.					
a.	Introduce a topic.		✓		
b.	Develop a topic using supporting facts and details.		✓		
c.	Use words and phrases related to the topic.		✓		
d.	Provide a sense of closure.		✓		
LA.1.W.6 With prompting and support, identify information from provided sources to answer a question.					
a.	Retell or recall information from provided sources.	✓	✓	✓	✓
b.	Use provided print and/or digital tools to gather information and ideas to answer questions.	✓	✓	✓	✓
c.	Sort evidence and information into categories.	✓	✓	✓	✓
d.	Use provided print and/or digital tools to gather information and ideas and to answer questions.	✓	✓	✓	✓
e.	Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).	✓	✓	✓	✓
Speaking and Listening					
Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.					
LA.1.SL.1 Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.					
a.	Ask pertinent questions to acquire or confirm information.	✓	✓	✓	✓
b.	Demonstrate interpretation of verbal and non-verbal messages in a conversation.	✓	✓	✓	✓
c.	Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	✓	✓	✓	✓
d.	Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	✓	✓	✓	✓
e.	Complete a task following one/two-step directions.	✓	✓	✓	✓
Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.					
LA.1.SL.2 Tell a story or recount experiences with appropriate facts and pertinent descriptive details.					
a.	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.	✓	✓	✓	✓
b.	Convey a personal perspective with clear reasons.	✓	✓	✓	✓
c.	With prompting and support, explain the purpose of information being presented.	✓	✓	✓	✓
d.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	✓	✓	✓	✓
e.	Use appropriate visual and/or digital tools to support verbal communication.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 2

		Unit 1	Unit 2	Unit 3	Unit 4
Foundations of Reading					
Concepts of Print: Demonstrate knowledge of the organization and basic concepts of print.					
LA.2.F.1 Demonstrate knowledge of the organization and basic concepts of print.					
a.	Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.	✓	✓	✓	✓
Phonological Awareness: Demonstrate phonological awareness through oral activities.					
LA.2.F.2 Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).					
a.	Identify, segment, and blend phonemes in single syllable spoken five and six phoneme words including words with blends, digraphs, and trigraphs.	See 1B-2R Toolkits*			
b.	Substitute sounds in words with five or more phonemes.	See 1B Toolkit			
c.	Delete initial and final phonemes in words including words with blends.	See 1B Toolkit			
Phonics and Word Analysis: Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.					
Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.					
a.	Decode words with variable vowel teams and vowel diphthongs.	See 1R & 2R Toolkits			
b.	Decode regularly spelled two-syllable words with long vowels.	See 2B-2R Toolkits			
c.	Decode words with open and closed syllables and consonant -le.	See 1B-2R Toolkits			
d.	Decode words with common Anglo roots and suffixes.	See 1B & 1R Toolkits			
e.	Decode words with silent letter combinations.	See 1R Toolkit			
Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension.					
LA.2.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.					
a.	Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.	✓	✓	✓	✓
b.	Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	✓	✓	✓	✓
Reading Prose and Poetry					
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.					
LA.2.RP.1 Recount narratives and determine their central message, lesson, or moral.		✓		✓	
LA.2.RP.2 Describe characters and how they interact with one another.		✓		✓	

*IRLA Toolkits provide level-specific small-group instruction.

Nebraska College- and Career- Ready Standards for ELA – Grade 2

	Unit 1	Unit 2	Unit 3	Unit 4
Reading Prose and Poetry (Cont.)				
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.				
LA.2.RP.3 Determine and explain who is telling a story within and across literary texts.	✓		✓	
LA.2.RP.4 Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.	✓		✓	
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.				
LA.2.RP.5 Compare and contrast two or more versions of the same literary text by different authors or from different cultures.			✓	
LA.2.RP.6 Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.	✓		✓	
LA.2.RP.7 Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	✓		✓	
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary texts independently and proficiently.				
LA.2.RP.8 With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.	✓	✓	✓	✓
Reading Informational Text				
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.				
LA.2.RI.1 Identify the main topic and key details in a multi-paragraph text.		✓		
LA.2.RI.2 Describe the connections between individuals, historical events, scientific ideas, or steps in a process.		✓		✓
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.				
LA.2.RI.3 Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.				✓
LA.2.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.	✓	✓		✓
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.				
LA.2.RI.5 Compare and contrast the two most important ideas presented by two informational texts on the same topic.	✓	✓		✓
LA.2.RI.6 Explain an author's opinion(s) and supporting evidence from the text.				✓
LA.2.RI.7 Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	✓	✓		✓
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational texts independently and proficiently				
LA.2.RI.8 With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate for Grade 2.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 2

		Unit 1	Unit 2	Unit 3	Unit 4
Vocabulary					
Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.					
LA.2.V.1 Recognize and use conversational and grade-level academic vocabulary.					
a.	Use sentence-level context clues to determine the meaning of a word or phrase.	✓	✓	✓	✓
b.	Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).	✓	IRLA Toolkits		
c.	Use known root words to determine the meaning of unknown words (e.g., addition, additional).	✓	IRLA Toolkits		
d.	Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse).	✓	See 2G-1R Toolkits		
e.	Determine the meanings of key words and phrases using provided reference materials and classroom resources.	✓	✓	✓	✓
Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.					
LA.2.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.					
a.	Ask and answer questions about key words and phrases to determine their meaning.	✓	✓	✓	✓
b.	Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).	✓	✓	✓	✓
Writing					
Foundations of Writing: Apply handwriting skills to communicate ideas and information.					
LA.2.FW.1 Demonstrate and apply handwriting skills.					
a.	Write legibly using correct formation of letters with automaticity and proper spacing between words.	See Y Toolkit			
LA.2.FW.2 Demonstrate sound-letter concepts when writing.					
a.	Write common graphemes (letters or letter groups) for each phoneme.	See Y Toolkit			
Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.					
LA.2.W.1 Write and expand grammatically correct ELA sentences (e.g. declarative, imperative, interrogative, exclamatory).					
a.	Capitalize proper nouns (e.g., holidays, countries, product names).	✓	✓	✓	✓
b.	Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.	✓	✓	✓	✓
c.	Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions.	✓	✓	✓	✓
d.	Maintain consistent verb tense across sentences or paragraphs.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 2

		Unit 1	Unit 2	Unit 3	Unit 4
Writing (Cont.)					
LA.2.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.					
a.	Use prewriting activities and resources to plan, organize, and draft writing.	✓	✓	✓	✓
b.	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	✓	✓	✓	✓
c.	Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	✓	✓	✓	✓
d.	Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	✓	✓	✓	✓
e.	Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	✓	✓	✓	✓
f.	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	✓	✓	✓	✓
Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.					
LA.2.W.3 Write personal or fictional narratives that retell two or more appropriately sequenced events.					
a.	Include relevant details about characters and settings.	✓		✓	
b.	Use time order words to signal a sequence of events.	✓		✓	
c.	Provide a sense of closure.	✓		✓	
LA.2.W.4 Express an opinion and provide supporting reasons.					
a.	Introduce a topic or text.			✓	✓
b.	State an opinion and provide reasons to support the opinion.			✓	✓
c.	Provide a concluding statement or section.			✓	✓
LA.2.W.5 Write informative/explanatory pieces about a topic or text with supporting facts and details.					
a.	Introduce a topic or text.		✓		
b.	Develop a topic with facts, details, and definitions.		✓		
c.	Use words and phrases related to the topic.		✓		
d.	Provide a concluding statement or section.		✓		

Nebraska College- and Career- Ready Standards for ELA – Grade 2

		Unit 1	Unit 2	Unit 3	Unit 4
Writing (Cont.)					
LA.2.W.6 Locate information from provided sources to answer questions about a topic.					
a.	Retell information from provided sources to support ideas while avoiding plagiarism.	✓	✓	✓	✓
b.	Identify print and digital tools to gather information and ideas and answer questions.	✓	✓	✓	✓
c.	Sort evidence and information into categories.		✓	✓	✓
d.	Demonstrate academic integrity by referencing sources in writing and speaking.	✓	✓	✓	✓
e.	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	✓	✓	✓	✓
Speaking and Listening					
Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.					
LA.2.SL.1 Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts.					
a.	Ask pertinent questions to acquire or confirm information.	✓	✓	✓	✓
b.	Demonstrate interpretation of verbal and non-verbal messages in a conversation.	✓	✓	✓	✓
c.	Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	✓	✓	✓	✓
d.	Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	✓	✓	✓	✓
e.	Complete a task following multi-step directions.	✓	✓	✓	✓
Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.					
LA.2.SL.2 Tell a story or recount an experience with appropriate facts and pertinent descriptive details.					
a.	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts.	✓	✓	✓	✓
b.	Convey a personal perspective with clear reasons.	✓	✓	✓	✓
c.	Explain the purpose and credibility of information being presented.	✓	✓	✓	✓
d.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	✓	✓	✓	✓
e.	Use appropriate visual and/or digital tools to support verbal communication.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 3

		Unit 1	Unit 2	Unit 3	Unit 4
Foundations of Reading					
Phonics and Word Analysis: Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.					
LA.3.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.					
a.	Decode words with common Latin suffixes.	IRLA Toolkits*			
b.	Decode words with common derivational suffixes and describe how they turn words into different parts of speech.	See 2R Toolkit			
Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension.					
LA.3.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.					
a.	Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.	✓	✓	✓	✓
b.	Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	✓	✓	✓	✓
c.	Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	✓	✓	✓	✓
Reading Prose and Poetry					
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.					
LA.3.RP.1 Identify the central message or lesson in a literary text and explain how key details support that idea.		✓		✓	
LA.3.RP.2 Explain how characters respond to major events and challenges in a literary text.		✓		✓	
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.					
LA.3.RP.3 Determine and explain the point of view in a literary text.				✓	
LA.3.RP.4 Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.		✓		✓	
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.					
LA.3.RP.5 Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).		✓			
LA.3.RP.6 Explain what the text says explicitly and draw inferences when asking and answering questions.		✓		✓	
LA.3.RP.7 Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.		✓		✓	

*IRLA Toolkits provide level-specific small-group instruction.

Nebraska College- and Career- Ready Standards for ELA – Grade 3

		Unit 1	Unit 2	Unit 3	Unit 4
Reading Prose and Poetry (Cont.)					
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary texts independently and proficiently.					
LA.3.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.		✓	✓	✓	✓
Reading Informational Text					
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.					
LA.3.RI.1 Identify the central idea and explain how key details support that idea.		✓	✓		✓
LA.3.RI.2 Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.			✓		✓
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.					
LA.3.RI.3 Determine and explain the author's purpose in an informational text.					✓
LA.3.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.			✓		✓
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.					
LA.3.RI.5 Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.			✓		✓
LA.3.RI.6 Identify an author's claim(s) and explain how the author supports the claim(s) in the text.					✓
LA.3.RI.7 Compare and contrast topics and/or patterns of events in a range of informational texts.			✓		✓
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational texts independently and proficiently.					
LA.3.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.		✓	✓	✓	✓
Vocabulary					
Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.					
LA.3.V.1 Acquire and use grade-level academic vocabulary appropriately.					
a.	Use sentence-level context clues to determine the meaning of a word or phrase.	✓	✓	✓	✓
b.	Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).	✓	IRLA Toolkits		
c.	Use known root words to determine the meaning of unknown words (e.g., company, companion).	✓	IRLA Toolkits		
d.	Determine the meanings of key words and phrases using reference materials and classroom resources.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 3

		Unit 1	Unit 2	Unit 3	Unit 4
Vocabulary (Cont.)					
Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.					
LA.3.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.					
a.	Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).	✓		✓	✓
b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	✓	✓	✓	✓
c.	Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).	✓	✓	✓	✓
Writing					
Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.					
LA.3.W.1 Write paragraphs using a variety of sentence types.					
a.	Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.	✓	✓	✓	✓
b.	Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives.	✓	✓	✓	✓
c.	Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.	✓	✓	✓	✓
d.	Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.	✓	✓	✓	✓
e.	Explain the function of adjectives and adverbs in simple, compound, and complex sentences.	✓	✓	✓	✓
f.	Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.	✓	✓	✓	✓
g.	Use frequently occurring prepositions and prepositional phrases.	✓	✓	✓	✓
LA.3.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.					
a.	Use prewriting activities and resources to plan, organize, and draft writing.	✓	✓	✓	✓
b.	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	✓	✓	✓	✓
c.	Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	✓	✓	✓	✓
d.	Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	✓	✓	✓	✓
e.	Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	✓	✓	✓	✓
f.	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 3

		Unit 1	Unit 2	Unit 3	Unit 4
Writing (Cont.)					
Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.					
LA.3.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.					
a.	Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s).	✓		✓	
b.	Include descriptive details about characters, events, or settings.	✓		✓	
c.	Use words and phrases to signal a sequence of events.	✓		✓	
d.	Provide a closure related to the creative or expressive event or experience.	✓		✓	
LA.3.W.4 Write opinion pieces with supporting reasons and/or evidence.					
a.	Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.			✓	✓
b.	Use linking words and phrases to connect opinions and reasons.			✓	✓
c.	Provide a concluding statement or section related to the opinion.			✓	✓
LA.3.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.					
a.	Introduce a topic and group related information together, including illustrations when useful to provide clarity.	✓	✓		
b.	Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.	✓	✓		
c.	Use linking words and phrases and key vocabulary to connect ideas and categories of information.	✓	✓		
d.	Provide a concluding statement or section related to the topic.	✓	✓		
LA.3.W.6 Locate evidence from literary and/or informational text sources to answer questions about a topic.					
a.	Paraphrase information from sources to support ideas while avoiding plagiarism.	✓	✓	✓	✓
b.	Identify print and digital tools to gather information and ideas to answer questions.	✓	✓	✓	✓
c.	Sort evidence into categories using an appropriate note-taking format to collect and organize information.	✓	✓	✓	✓
d.	Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.	✓	✓	✓	✓
e.	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 3

		Unit 1	Unit 2	Unit 3	Unit 4
Speaking and Listening					
Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.					
LA.3.SL.1 Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.					
a.	Ask relevant questions to build on ideas and acquire or confirm information.	✓	✓	✓	✓
b.	Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.	✓	✓	✓	✓
c.	Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	✓	✓	✓	✓
d.	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	✓	✓	✓	✓
e.	Complete a task following multi-step directions.	✓	✓	✓	✓
Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.					
LA.3.SL.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.					
a.	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.	✓	✓	✓	✓
b.	Convey a perspective with clear reasoning and support.	✓	✓	✓	✓
c.	Identify the purpose and credibility of information being presented.	✓	✓	✓	✓
d.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	✓	✓	✓	✓
e.	Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 4

		Unit 1	Unit 2	Unit 3	Unit 4
Foundations of Reading					
Phonics and Word Analysis: Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.					
LA.4.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.					
a.	Decode words with common Latin derived words.	✓	IRLA Toolkits*		
b.	Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.	IRLA Toolkits			
Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension.					
LA.4.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.					
a.	Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.	✓	✓	✓	✓
b.	Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	✓	✓	✓	✓
Reading Prose and Poetry					
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.					
LA.4.RP.1 Determine a theme in a literary text and how it is conveyed through key details.		✓		✓	
LA.4.RP.2 Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.		✓		✓	
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.					
LA.4.RP.3 Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.				✓	
LA.4.RP.4 Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).		✓		✓	
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.					
LA.4.RP.5 Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.				✓	
LA.4.RP.6 Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.		✓		✓	
LA.4.RP.7 Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.				✓	
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary texts independently and proficiently.					
LA.4.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.		✓	✓	✓	✓

*IRLA Toolkits provide level-specific small-group instruction.

Nebraska College- and Career- Ready Standards for ELA – Grade 4

		Unit 1	Unit 2	Unit 3	Unit 4
Reading Informational Text					
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.					
LA.4.RI.1	Determine the central idea of an informational text and how it is conveyed through key details.	✓	✓		✓
LA.4.RI.2	Analyze an individual, event, scientific idea or concept, or steps in a process.		✓		✓
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.					
LA.4.RI.3	Compare and contrast authors' perspectives in multiple informational texts of the same topic.				✓
LA.4.RI.4	Describe the overall structure of an informational text and how it contributes to meaning.	✓	✓		✓
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.					
LA.4.RI.5	Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.		✓		✓
LA.4.RI.6	Identify an author's claim(s) and explain how the author supports the claim in the text.				✓
LA.4.RI.7	Explain an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts.		✓		✓
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational texts independently and proficiently.					
LA.4.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.	✓	✓	✓	✓
Vocabulary					
Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.					
LA.4.V.1 Acquire and use grade-level academic vocabulary appropriately.					
a.	Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.	✓	✓	✓	✓
b.	Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).	✓	IRLA Toolkits		
c.	Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.	✓	✓	✓	✓
Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.					
LA.4.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.					
a.	Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.	✓		✓	✓
b.	Recognize and explain the meaning of commonly occurring idioms and adages.	✓	IRLA Toolkits		
c.	Use knowledge of words by relating them to their antonyms and synonyms.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 4

		Unit 1	Unit 2	Unit 3	Unit 4
Writing					
Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.					
LA.4.W.1 Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.					
a.	Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).	✓	✓	✓	✓
b.	Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.	✓	✓	✓	✓
c.	Identify and use simple appositive phrases.	✓	✓	✓	✓
d.	Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).	✓	✓	✓	✓
e.	Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).	✓	✓	✓	✓
f.	Identify and revise fragment and run-on sentences in speaking and writing.	✓	✓	✓	✓
LA.4.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.					
a.	Use prewriting activities and resources to plan, organize, and draft writing.	✓	✓	✓	✓
b.	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	✓	✓	✓	✓
c.	Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	✓	✓	✓	✓
d.	Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	✓	✓	✓	✓
e.	Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	✓	✓	✓	✓
f.	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	✓	✓	✓	✓
Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.					
LA.4.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.					
a.	Establish a situation and introduce a narrator and/or character(s).	✓		✓	
b.	Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.	✓		✓	
c.	Use transitional words and phrases to organize a sequence of events that unfolds naturally.	✓		✓	
d.	Provide a conclusion related to the creative or expressive event or experience.	✓		✓	

Nebraska College- and Career- Ready Standards for ELA – Grade 4

		Unit 1	Unit 2	Unit 3	Unit 4
Writing (Cont.)					
LA.4.W.4 Write opinion pieces that explain a perspective with supporting reasons and/or evidence.					
a.	Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.			✓	✓
b.	Use facts and details to support reasons and/or evidence.			✓	✓
c.	Use linking words and phrases to connect ideas.			✓	✓
d.	Provide a concluding statement or section related to the opinion.			✓	✓
LA.4.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.					
a.	Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.		✓		
b.	Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.		✓		
c.	Use linking words and phrases and key vocabulary to connect ideas and categories of information.		✓		
d.	Provide a concluding statement or section related to the information or explanation(s).		✓		
LA.4.W.6 Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.					
a.	Paraphrase information and evidence to support ideas while avoiding plagiarism.	✓	✓	✓	✓
b.	Identify print and digital tools to gather information and evidence.	✓	✓	✓	✓
c.	Sort evidence into categories using an appropriate note-taking format to collect and organize information.	✓	✓	✓	✓
d.	Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.	✓	✓	✓	✓
e.	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	✓	✓	✓	✓
Speaking and Listening					
Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.					
LA.4.SL.1 Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.					
a.	Ask relevant questions to build on ideas or acquire or confirm information.	✓	✓	✓	✓
b.	Demonstrate interpretation of verbal and non-verbal messages in a conversation.	✓	✓	✓	✓
c.	Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	✓	✓	✓	✓
d.	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	✓	✓	✓	✓
e.	Complete a task following multi-step directions.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 4

		Unit 1	Unit 2	Unit 3	Unit 4
Speaking and Listening (Cont.)					
Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.					
LA.4.SL.2 Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.					
a.	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts.	✓	✓	✓	✓
b.	Convey a perspective with clear reasoning and support.	✓	✓	✓	✓
c.	Identify the purpose and credibility of information being presented.	✓	✓	✓	✓
d.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	✓	✓	✓	✓
e.	Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 5

		Unit 1	Unit 2	Unit 3	Unit 4
Foundations of Reading					
Phonics and Word Analysis: Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.					
LA.5.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.					
a.	Decode words with common Greek derived words.	✓		IRLA Toolkits*	
b.	Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.	✓		IRLA Toolkits	
Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension.					
LA.5.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.					
a.	Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.	✓	✓	✓	✓
b.	Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	✓	✓	✓	✓
Reading Prose and Poetry					
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.					
LA.5.RP.1 Explain the theme in a literary text and how it is conveyed through key details.		✓		✓	
LA.5.RP.2 Compare and contrast two or more characters, settings, or events in a literary text or texts.		✓		✓	
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.					
LA.5.RP.3 Describe how a narrator or speaker's point of view influences the meaning of a literary text.				✓	
LA.5.RP.4 Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.		✓		✓	
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.					
LA.5.RP.5 Compare and contrast the treatment of themes and topics in literary texts of the same genre.				✓	
LA.5.RP.6 Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.		✓		✓	
LA.5.RP.7 Explain the relationships between two or more characters, events, or ideas in a range of literary texts.		✓		✓	
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary texts independently and proficiently.					
LA.5.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.		✓	✓	✓	✓

*IRLA Toolkits provide level-specific small-group instruction.

Nebraska College- and Career- Ready Standards for ELA – Grade 5

		Unit 1	Unit 2	Unit 3	Unit 4
Reading Informational Text					
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.					
LA.5.RI.1 Explain the central idea in an informational text and how it is conveyed through key details.		✓	✓		✓
LA.5.RI.2 Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.		✓	✓		✓
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.					
LA.5.RI.3 Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.					✓
LA.5.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.		✓	✓		✓
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.					
LA.5.RI.5 Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.			✓		✓
LA.5.RI.6 Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).					✓
LA.5.RI.7 Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.			✓		✓
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational texts independently and proficiently.					
LA.5.RI.8 Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.		✓	✓	✓	✓
Vocabulary					
Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.					
LA.5.V.1 Acquire and use grade-level academic vocabulary appropriately.					
a.	Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.	✓	✓	✓	✓
b.	Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.	✓	IRLA Toolkits		
c.	Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.	✓	✓	✓	✓
Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.					
LA.5.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.					
a.	Interpret figurative language, including similes and metaphors, in context.	✓		✓	✓
b.	Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.	✓	IRLA Toolkits		
c.	Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 5

		Unit 1	Unit 2	Unit 3	Unit 4
Writing					
Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.					
LA.5.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.					
a.	Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.	✓	✓	✓	✓
b.	Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.	✓	✓	✓	✓
c.	Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.	✓	✓	✓	✓
d.	Distinguish between and use types of adjectives (e.g., comparative, superlative).	✓	✓	✓	✓
e.	Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	✓	✓	✓	✓
LA.5.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.					
a.	Use prewriting activities and resources to plan, organize, and draft writing.	✓	✓	✓	✓
b.	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	✓	✓	✓	✓
c.	Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	✓	✓	✓	✓
d.	Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	✓	✓	✓	✓
e.	Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	✓	✓	✓	✓
f.	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	✓	✓	✓	✓
Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.					
LA.5.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.					
a.	Establish a situation and introduce a narrator and/or characters.	✓		✓	
b.	Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.	✓		✓	
c.	Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.	✓		✓	
d.	Provide a conclusion related to the creative or expressive event or experience.	✓		✓	

Nebraska College- and Career- Ready Standards for ELA – Grade 5

		Unit 1	Unit 2	Unit 3	Unit 4
Writing (Cont.)					
LA.5.W.4 Write opinion pieces that explain a perspective with supporting reasons and evidence.					
a.	Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.			✓	✓
b.	Use facts and details to support reasons and/or evidence.			✓	✓
c.	Use words, phrases, and key vocabulary to connect ideas.			✓	✓
d.	Provide a concluding statement or section related to the perspective.			✓	✓
LA.5.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.					
a.	Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.		✓		
b.	Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.		✓		
c.	Use linking words and phrases and key vocabulary to connect ideas and categories of information.		✓		
d.	Provide a concluding statement or section related to the information or explanation(s).		✓		
LA.5.W.6 Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.					
a.	Paraphrase information and evidence to support ideas while avoiding plagiarism.	✓	✓	✓	✓
b.	Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.	✓	✓	✓	✓
c.	Sort evidence into categories using an appropriate note-taking format to collect and organize information.	✓	✓	✓	✓
d.	Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.	✓	✓	✓	✓
e.	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	✓	✓	✓	✓
Speaking and Listening					
Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.					
LA.5.SL.1 Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.					
a.	Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	✓	✓	✓	✓
b.	Demonstrate interpretation of verbal and non-verbal messages in a conversation.	✓	✓	✓	✓
c.	Converse with peers and adults an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	✓	✓	✓	✓
d.	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).	✓	✓	✓	✓
e.	Complete a task following multi-step directions.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 5

Unit 1

Unit 2

Unit 3

Unit 4

Speaking and Listening (Cont.)

Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.5.SL.2 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.

a.	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.	✓	✓	✓	✓
b.	Convey a perspective with clear reasoning and support.	✓	✓	✓	✓
c.	Identify the purpose and credibility of information being presented.	✓	✓	✓	✓
d.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	✓	✓	✓	✓
e.	Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 6

	Unit 1	Unit 2	Unit 3	Unit 4
Reading Prose and Poetry				
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.				
LA.6.RP.1 Determine the implied or explicit theme of a literary text and how it develops over the course of a text.	✓		✓	
LA.6.RP.2 Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.	✓		✓	
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.				
LA.6.RP.3 Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.			✓	
LA.6.RP.4 Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g. theme, setting, or plot).	✓		✓	
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.				
LA.6.RP.5 Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.			✓	
LA.6.RP.6 Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	✓		✓	
LA.6.RP.7 Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.			✓	
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary texts independently and proficiently.				
LA.6.RP.8 Read and comprehend a wide range of literary text of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓
Reading Informational Text				
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.				
LA.6.RI.1 Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.	✓	✓		✓
LA.6.RI.2 Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.	✓	✓		✓
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.				
LA.6.RI.3 Explain how an author establishes and conveys a perspective or purpose in an informational text.				✓
LA.6.RI.4 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		✓		✓

Nebraska College- and Career- Ready Standards for ELA – Grade 6

		Unit 1	Unit 2	Unit 3	Unit 4
Reading Informational Text (Cont.)					
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational texts.					
LA.6.RI.5 Compare and contrast one author’s presentation of information with that of another.			✓		✓
LA.6.RI.6 Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.					✓
LA.6.RI.7 Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.			✓		✓
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational texts independently and proficiently.					
LA.6.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.		✓	✓	✓	✓
Vocabulary					
Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.					
LA.6.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.					
a.	Use context clues (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.	✓	✓	✓	✓
b.	Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).	✓	IRLA Toolkits*		
c.	Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.				
Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.					
LA.6.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.					
a.	Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.	✓		✓	✓
b.	Determine the relationship between words (e.g., cause/effect, part/whole, item/category).	✓	✓	✓	✓
c.	Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).	✓	✓	✓	✓

*IRLA Toolkits provide level-specific small-group instruction.

Nebraska College- and Career- Ready Standards for ELA – Grade 6

		Unit 1	Unit 2	Unit 3	Unit 4
Writing					
Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.					
LA.6.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.					
a.	Apply knowledge of rules for capitalization.	✓	✓	✓	✓
b.	Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses.	✓	✓	✓	✓
c.	Use a colon to introduce items in a series; use a semicolon to combine independent clauses.	✓	✓	✓	✓
d.	Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing.	✓	✓	✓	✓
e.	Identify and use verb tenses (e.g., progressive).	✓	✓	✓	✓
f.	Distinguish between and use different types of phrases (e.g., prepositional and appositive).	✓	✓	✓	✓
g.	Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	✓	✓	✓	✓
LA.6.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.					
a.	Use prewriting activities and inquiry tools to plan, organize, and draft writing.	✓	✓	✓	✓
b.	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	✓	✓	✓	✓
c.	Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	✓	✓	✓	✓
d.	Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	✓	✓	✓	✓
e.	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	✓	✓	✓	✓
Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.					
LA.6.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.					
a.	Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.			✓	
b.	Use literary techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts.			✓	
c.	Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.			✓	
d.	Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.			✓	
e.	Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.			✓	

Nebraska College- and Career- Ready Standards for ELA – Grade 6

		Unit 1	Unit 2	Unit 3	Unit 4
Writing (Cont.)					
LA.6.W.4 Write arguments that explain a perspective with supporting reasons and evidence.					
a.	Introduce a claim clearly and develop a structure in which the ideas are grouped logically.	✓		✓	✓
b.	Use relevant evidence from two or more credible sources.	✓		✓	✓
c.	Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.	✓		✓	✓
d.	Provide a concluding statement or section that follows from the argument presented.	✓		✓	✓
LA.6.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.					
a.	Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.		✓		
b.	Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.		✓		
c.	Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.		✓		
d.	Provide a concluding statement or section that follows from the information or explanation(s).		✓		
LA.6.W.6 Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.					
a.	Paraphrase and quote evidence to support ideas while avoiding plagiarism.	✓	✓	✓	✓
b.	Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.	✓	✓	✓	✓
c.	Select and use appropriate note-taking formats to collect and organize information.	✓	✓	✓	✓
d.	Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.	✓	✓	✓	✓
e.	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 6

		Unit 1	Unit 2	Unit 3	Unit 4
Speaking and Listening					
Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.					
LA.6.SL.1 Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.					
a.	Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	✓	✓	✓	✓
b.	Demonstrate interpretation of verbal and non-verbal messages in a conversation.	✓	✓	✓	✓
c.	Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	✓	✓	✓	✓
d.	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	✓	✓	✓	✓
e.	Complete a task following multi-step directions.	✓	✓	✓	✓
Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.					
LA.6.SL.2 Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.					
a.	Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts.	✓	✓	✓	✓
b.	Convey a perspective with clear reasoning and support.	✓	✓	✓	✓
c.	Analyze the purpose and credibility of information being presented.	✓	✓	✓	✓
d.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language).	✓	✓	✓	✓
e.	Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 7

	Unit 1	Unit 2	Unit 3	Unit 4
Reading Prose and Poetry				
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.				
LA.7.RP.1 Determine two or more implied or explicit themes in a literary text and how they are supported with key details.	✓		✓	
LA.7.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	✓		✓	
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.				
LA.7.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.			✓	
LA.7.RP.4 Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.	✓		✓	
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.				
LA.7.RP.5 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.			✓	
LA.7.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	✓		✓	
LA.7.RP.7 Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.			✓	
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary texts independently and proficiently.				
LA.7.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓
Reading Informational Text				
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.				
LA.7.RI.1 Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.	✓	✓		✓
LA.7.RI.2 Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.	✓	✓		✓
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.				
LA.7.RI.3 Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.				✓
LA.7.RI.4 Analyze how the major sections of text contribute to the development of ideas in an informational text.		✓		✓

Nebraska College- and Career- Ready Standards for ELA – Grade 7

		Unit 1	Unit 2	Unit 3	Unit 4
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational texts.					
LA.7.RI.5 Analyze how the major sections of text contribute to the development of ideas in an informational text.			✓		✓
LA.7.RI.6 Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.					✓
LA.7.RI.7 Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.			✓		✓
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational texts independently and proficiently.					
LA.7.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.		✓	✓	✓	✓
Vocabulary					
Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.					
LA.7.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.					
a.	Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.	✓	✓	✓	✓
b.	Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).	✓	IRLA Toolkits*		
c.	Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.				
Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.					
LA.7.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.					
a.	Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.	✓		✓	✓
b.	Determine the relationship between words (e.g., cause/effect, part/whole, item/category).	✓	✓	✓	✓
c.	Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).	✓	✓	✓	✓

*IRLA Toolkits provide level-specific small-group instruction.

Nebraska College- and Career- Ready Standards for ELA – Grade 7

		Unit 1	Unit 2	Unit 3	Unit 4
Writing					
Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.					
LA.7.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.					
a.	Apply knowledge of rules for capitalization.	✓	✓	✓	✓
b.	Use a comma to separate coordinate adjectives.	✓	✓	✓	✓
c.	Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative).	✓	✓	✓	✓
d.	Use a variety of prepositional and appositive phrases in sentences and paragraphs.	✓	✓	✓	✓
e.	Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	✓	✓	✓	✓
LA.7.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.					
a.	Use prewriting activities and inquiry tools to plan, organize, and draft writing.	✓	✓	✓	✓
b.	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	✓	✓	✓	✓
c.	Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	✓	✓	✓	✓
d.	Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	✓	✓	✓	✓
e.	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	✓	✓	✓	✓
Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.					
LA.7.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.					
a.	Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view, and organizing an event sequence that unfolds naturally and logically.			✓	
b.	Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.			✓	
c.	Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.			✓	
d.	Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.			✓	
e.	Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.			✓	

Nebraska College- and Career- Ready Standards for ELA – Grade 7

		Unit 1	Unit 2	Unit 3	Unit 4
Writing (Cont.)					
LA.7.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.					
a.	Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.	✓		✓	✓
b.	Explain and cite relevant evidence from multiple credible sources.	✓		✓	✓
c.	Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.	✓		✓	✓
d.	Provide a concluding statement or section that follows from and supports the argument(s) presented.	✓		✓	✓
LA.7.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.					
a.	Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.		✓		
b.	Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.		✓		
c.	Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.		✓		
d.	Provide a concluding statement or section that follows from the information or explanation(s).		✓		
LA.7.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.					
a.	Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.	✓	✓	✓	✓
b.	Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.	✓	✓	✓	✓
c.	Select and use appropriate note-taking formats to collect and organize information.	✓	✓	✓	✓
d.	Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.	✓	✓	✓	✓
e.	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 7

		Unit 1	Unit 2	Unit 3	Unit 4
Speaking and Listening					
Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.					
LA.7.SL.1 Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.					
a.	Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	✓	✓	✓	✓
b.	Demonstrate interpretation of verbal and non-verbal messages in a conversation.	✓	✓	✓	✓
c.	Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	✓	✓	✓	✓
d.	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	✓	✓	✓	✓
e.	Complete a task following multi-step directions.	✓	✓	✓	✓
Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.					
LA.7.SL.2 Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.					
a.	Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.	✓	✓	✓	✓
b.	Convey a perspective with clear reasoning and valid evidence.	✓	✓	✓	✓
c.	Analyze the purpose and credibility of information being presented.	✓	✓	✓	✓
d.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	✓	✓	✓	✓
e.	Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 8

	Unit 1	Unit 2	Unit 3	Unit 4
Reading Prose and Poetry				
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.				
LA.8.RP.1 Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.	✓		✓	
LA.8.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	✓		✓	
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.				
LA.8.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.			✓	
LA.8.RP.4 Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.			✓	
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.				
LA.8.RP.5 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.	✓		✓	
LA.8.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	✓		✓	
LA.8.RP.7 Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.			✓	
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary texts independently and proficiently.				
LA.8.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.	✓	✓	✓	✓
Reading Informational Text				
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.				
LA.8.RI.1 Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.	✓	✓		✓
LA.8.RI.2 Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.	✓	✓		✓
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.				
LA.8.RI.3 Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.				✓
LA.8.RI.4 Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.		✓		✓

Nebraska College- and Career- Ready Standards for ELA – Grade 8

		Unit 1	Unit 2	Unit 3	Unit 4
Reading Informational Text (Cont.)					
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational texts.					
LA.8.RI.5 Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.			✓		✓
LA.8.RI.6 Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.					✓
LA.8.RI.7 Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.			✓		✓
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational texts independently and proficiently.					
LA.8.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.		✓	✓	✓	✓
Vocabulary					
Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.					
LA.8.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.					
a.	Use context clues (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.	✓	✓	✓	✓
b.	Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede).	✓	IRLA Toolkits		
c.	Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.				
Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.					
LA.8.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.					
a.	Interpret figures of speech (e.g., verbal irony, puns) in context.	✓		✓	✓
b.	Determine the relationship between particular words to better understand each of the words.	✓	✓	✓	✓
c.	Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).	✓	✓	✓	✓

*IRLA Toolkits provide level-specific small-group instruction.

Nebraska College- and Career- Ready Standards for ELA – Grade 8

		Unit 1	Unit 2	Unit 3	Unit 4
Writing					
Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.					
LA.8.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.					
a.	Apply knowledge of rules for capitalization.	✓	✓	✓	✓
b.	Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.	✓	✓	✓	✓
c.	Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives).	✓	✓	✓	✓
d.	Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g. indicative, subjunctive, conditional, imperative).	✓	✓	✓	✓
e.	Use appropriate parallel structure in words, phrases, and clauses.	✓	✓	✓	✓
f.	Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.	✓	✓	✓	✓
LA.8.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.					
a.	Identify and use resources and inquiry tools to plan, organize, and draft writing.	✓	✓	✓	✓
b.	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	✓	✓	✓	✓
c.	Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	✓	✓	✓	✓
d.	Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	✓	✓	✓	✓
e.	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	✓	✓	✓	✓
Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.					
LA.8.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.					
a.	Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.			✓	
b.	Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings.			✓	
c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			✓	
d.	Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.			✓	
e.	Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.			✓	

Nebraska College- and Career- Ready Standards for ELA – Grade 8

		Unit 1	Unit 2	Unit 3	Unit 4
Writing (Cont.)					
LA.8.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.					
a.	Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.	✓		✓	✓
b.	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.	✓		✓	✓
c.	Explain and cite relevant evidence from multiple credible sources.	✓		✓	✓
d.	Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.	✓		✓	✓
e.	Adapt style and tone appropriate to the norms and conventions of the task and discipline.	✓		✓	✓
f.	Provide a conclusion that follows from and supports the argument(s) presented.	✓		✓	✓
LA.8.W.5 Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.					
a.	Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.		✓		
b.	Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.		✓		
c.	Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.		✓		
d.	Provide a concluding statement or section that follows from the information or explanation(s).		✓		
LA.8.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).					
a.	Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.	✓	✓	✓	✓
b.	Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.	✓	✓	✓	✓
c.	Select and use appropriate note-taking formats to collect and organize information.	✓	✓	✓	✓
d.	Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.	✓	✓	✓	✓
e.	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).		✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grade 8

		Unit 1	Unit 2	Unit 3	Unit 4
Speaking and Listening					
Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.					
LA.8.SL.1 Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.					
a.	Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	✓	✓	✓	✓
b.	Demonstrate interpretation of verbal and non-verbal messages in a conversation.	✓	✓	✓	✓
c.	Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	✓	✓	✓	✓
d.	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	✓	✓	✓	✓
e.	Complete a task following complex, multi-step directions.	✓	✓	✓	✓
Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.					
LA.8.SL.2 Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.					
a.	Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts.	✓	✓	✓	✓
b.	Convey a perspective with clear reasoning and valid evidence.	✓	✓	✓	✓
c.	Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political).	✓	✓	✓	✓
d.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	✓	✓	✓	✓
e.	Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grades 9-10

	Unit 1	Unit 2	Unit 3	Unit 4
Reading Prose and Poetry				
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.				
LA.10.RP.1 Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.	✓		✓	
LA.10.RP.2 Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.	✓		✓	
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.				
LA.10.RP.3 Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.			✓	
LA.10.RP.4 Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.	✓		✓	
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.				
LA.10.RP.5 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible).	✓		✓	
LA.10.RP.6 Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	✓		✓	
LA.10.RP.7 Analyze multiple perspectives within and across a wide range of literary texts.			✓	
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary texts independently and proficiently.				
LA.10.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓
Reading Informational Text				
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.				
LA.10.RI.1 Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.	✓	✓		✓
LA.10.RI.2 Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	✓	✓		✓
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.				
LA.10.RI.3 Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.				✓
LA.10.RI.4 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		✓		✓

Nebraska College- and Career- Ready Standards for ELA – Grades 9-10

		Unit 1	Unit 2	Unit 3	Unit 4
Reading Informational Text (Cont.)					
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational texts.					
LA.10.RI.5 Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.			✓		✓
LA.10.RI.6 Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.					✓
LA.10.RI.7 Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.			✓		✓
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational texts independently and proficiently.					
LA.10.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.		✓	✓	✓	✓
Vocabulary					
Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.					
LA.10.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.					
a.	Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.	✓	✓	✓	✓
b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).	✓	✓	✓	✓
c.	Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.				
Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.					
LA.10.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.					
a.	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text.	✓		✓	✓
b.	Analyze nuances in the meanings of words with similar denotations.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grades 9-10

		Unit 1	Unit 2	Unit 3	Unit 4
Writing					
Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.					
LA.10.W.1 Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.					
a.	Apply knowledge of rules for capitalization.	✓	✓	✓	✓
b.	Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.	✓	✓	✓	✓
c.	Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	✓	✓	✓	✓
d.	Select and use verbs with appropriate voice and mood.	✓	✓	✓	✓
e.	Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.	✓	✓	✓	✓
LA.10.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.					
a.	Identify and use resources and inquiry tools to plan, organize, and draft writing.	✓	✓	✓	✓
b.	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	✓	✓	✓	✓
c.	Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	✓	✓	✓	✓
d.	Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	✓	✓	✓	✓
e.	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	✓	✓	✓	✓
Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.					
LA.10.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.					
a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			✓	
b.	Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.			✓	
c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			✓	
d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.			✓	
e.	Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.			✓	

Nebraska College- and Career- Ready Standards for ELA – Grades 9-10

		Unit 1	Unit 2	Unit 3	Unit 4
Writing (Cont.)					
LA.10.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.					
a.	Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.	✓		✓	✓
b.	Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	✓		✓	✓
c.	Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	✓		✓	✓
d.	Adapt style and tone appropriate to the norms and conventions of the task and discipline.	✓		✓	✓
e.	Provide a conclusion that follows from and supports the argument(s) presented.	✓		✓	✓
LA.10.W.5 Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.					
a.	Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.		✓		
b.	Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.		✓		
c.	Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.		✓		
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.		✓		
e.	Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.		✓		
LA.10.W.6 Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).					
a.	Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.	✓	✓	✓	✓
b.	Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.	✓	✓	✓	✓
c.	Select and use appropriate note-taking formats to collect and organize information.	✓	✓	✓	✓
d.	Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago).	✓	✓	✓	✓
e.	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grades 9-10

		Unit 1	Unit 2	Unit 3	Unit 4
Speaking and Listening					
Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.					
LA.10.SL.1 Initiate and participate in structured discussions and collaborations about grade-level topics and texts.					
a.	Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	✓	✓	✓	✓
b.	Demonstrate interpretation of verbal and non-verbal messages in a conversation.	✓	✓	✓	✓
c.	Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	✓	✓	✓	✓
d.	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	✓	✓	✓	✓
e.	Complete a task following complex, multi-step directions.	✓	✓	✓	✓
Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.					
LA.10.SL.2 Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.					
a.	Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	✓	✓	✓	✓
b.	Convey a perspective with clear reasoning and valid evidence.	✓	✓	✓	✓
c.	Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	✓	✓	✓	✓
d.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	✓	✓	✓	✓
e.	Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grades 11-12

	Unit 1	Unit 2	Unit 3	Unit 4
Reading Prose and Poetry				
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.				
LA.12.RP.1 Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	✓		✓	
LA.12.RP.2 Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.	✓		✓	
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.				
LA.12.RP.3 Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.			✓	
LA.12.RP.4 Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	✓		✓	
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.				
LA.12.RP.5 Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	✓		✓	
LA.12.RP.6 Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	✓		✓	
LA.12.RP.7 Analyze and evaluate multiple perspectives within and across a wide range of literary texts.			✓	
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary texts independently and proficiently.				
LA.12.RP.8 Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.	✓	✓	✓	✓
Reading Informational Text				
Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.				
LA.12.RI.1 Evaluate the development of central ideas over the course of an informational text or texts.	✓	✓		✓
LA.12.RI.2 Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	✓	✓		✓
Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.				
LA.12.RI.3 Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.				✓
LA.12.RI.4 Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.		✓		✓

Nebraska College- and Career- Ready Standards for ELA – Grades 11-12

		Unit 1	Unit 2	Unit 3	Unit 4
Reading Informational Text (Cont.)					
Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational texts.					
LA.12.RI.5 Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.			✓		✓
LA.12.RI.6 Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.					✓
LA.12.RI.7 Analyze and evaluate multiple perspectives within and across a wide range of informational texts.			✓		✓
Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational texts independently and proficiently.					
LA.12.RI.8 Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.		✓	✓	✓	✓
Vocabulary					
Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.					
LA.12.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.					
a.	Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.	✓	✓	✓	✓
b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	✓	✓	✓	✓
c.	Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.				
Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.					
LA.12.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.					
a.	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.	✓		✓	✓
b.	Analyze nuances in the meanings of words with similar denotations.	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grades 11-12

		Unit 1	Unit 2	Unit 3	Unit 4
Writing					
Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.					
LA.12.W.1 Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.					
a.	Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.	✓	✓	✓	✓
b.	Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	✓	✓	✓	✓
LA.12.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.					
a.	Identify and use resources and inquiry tools to plan, organize, and draft writing.	✓	✓	✓	✓
b.	Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	✓	✓	✓	✓
c.	Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	✓	✓	✓	✓
d.	Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	✓	✓	✓	✓
e.	. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	✓	✓	✓	✓
Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.					
LA.12.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.					
d.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			✓	
b.	Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.			✓	
c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			✓	
d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.			✓	
e.	Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.			✓	

Nebraska College- and Career- Ready Standards for ELA – Grades 11-12

		Unit 1	Unit 2	Unit 3	Unit 4
Writing (Cont.)					
LA.12.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.					
a.	Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.	✓		✓	✓
b.	Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	✓		✓	✓
c.	Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	✓		✓	✓
d.	Adapt style and tone appropriate to the norms and conventions of the task and discipline.	✓		✓	✓
e.	Provide a conclusion that follows from and supports the argument(s) presented.	✓		✓	✓
LA.12.W.5 Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.					
a.	Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.		✓		
b.	Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.		✓		
c.	Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.		✓		
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.		✓		
e.	Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.		✓		
LA.12.W.6 Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).					
a.	Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.	✓	✓	✓	✓
b.	Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.	✓	✓	✓	✓
c.	Select and use appropriate note-taking formats to collect and organize information.	✓	✓	✓	✓
d.	Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).	✓	✓	✓	✓
e.	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	✓	✓	✓	✓

Nebraska College- and Career- Ready Standards for ELA – Grades 11-12

		Unit 1	Unit 2	Unit 3	Unit 4
Speaking and Listening					
Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.					
LA.12.SL.1 Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.					
a.	Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	✓	✓	✓	✓
b.	Demonstrate interpretation of verbal and non-verbal messages in a conversation.	✓	✓	✓	✓
c.	Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	✓	✓	✓	✓
d.	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	✓	✓	✓	✓
e.	Complete a task following complex, multi-step directions.	✓	✓	✓	✓
Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.					
LA.12.SL.2 Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.					
a.	Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	✓	✓	✓	✓
b.	Convey a perspective with clear reasoning and valid evidence.	✓	✓	✓	✓
c.	Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.	✓	✓	✓	✓
d.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	✓	✓	✓	✓
e.	Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.	✓	✓	✓	✓