

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

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

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

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

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

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

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

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



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<b>LA 0.2.1.c</b> Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic	<b>LA 0.2.1.b</b> Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.	<b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <b>L.K.1.F</b> Produce and expand complete sentences in shared language activities.
<b>LA 0.2.1.d</b> Revise writing by adding details	<b>LA 0.2.1.e</b> With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.	<b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. <b>L.K.2.B</b> Recognize and name end punctuation.
<b>LA 0.2.1.e</b> Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)	<b>LA 0.2.1.h</b> With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).	<b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>LA 0.2.1.f</b> Publish a legible document (e.g., handwritten)	<b>LA 0.2.1.j</b> With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	<b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>LA 0.2.1.g</b> Print all uppercase and lowercase letters, attending to the form of the letters	<b>LA 0.4.1.c</b> Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	<b>L.K.1.A</b> Print many upper- and lowercase letters.
<b>LA 0.2.2 Writing Genres:</b> Student will write for a variety of purposes and audiences in multiple genres.	<b>LA 0.2.2 Writing Modes:</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 0.2.2.a</b> Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)	<b>LA 0.2.2.a</b> Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	<b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

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

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

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
<p><b>LA 0.3.3.b</b> Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)</p>	<p><b>LA 0.3.3.c</b> Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.</p>	<p><b>SL.K.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>
<p><b>LA 0.3.3.c</b> Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)</p>	<p><b>LA 0.3.1.e</b> Ask pertinent questions to acquire or confirm information.  <b>LA 0.3.3.e</b> Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>

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2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
<b>Multiple Literacies</b>		
<b>LA 0.4 Multiple Literacies: Students will identify, locate, and evaluate information.</b>	<b>LA 0.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>	<i>N/A Comprehensive standards not aligned as a part of the MCREL study.</i>
<b>LA 0.4.1 Multiple Literacies:</b> Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).	<b>LA 0.4.1 Information Fluency:</b> Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
<b>LA 0.4.1.a</b> Identify resources to find information (e.g., print, electronic)	<b>LA 0.4.1.a</b> With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).	<b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>LA 0.4.1.b</b> Demonstrate understanding of authorship of print and online resources	<b>LA 0.4.1.b</b> With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	<i>Not Addressed</i>
<b>LA 0.4.1.c</b> Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g. rules for internet use)	<b>LA 0.4.2.a</b> Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).	<i>Not Addressed</i>
<b>LA 0.4.1.d</b> Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	<b>LA 0.4.2.b</b> Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<i>Not Addressed</i>
<b>LA 0.4.1.e</b> Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled internet downloads, multimedia presentations)	<b>LA 0.4.2.b</b> Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).