Adventures in Language® Level II Novel Ideas, Inc. Nebraska English Language Arts Standards, Grades 2, 3, 4.

Nebraska English Language Arts Standards Approved by the Nebraska State Board of Education 9/5/14, updated 9/30/14							L	ESSC	DN						
Approved by the reoraska state board of Education 7/5/14, updated 7/50/14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
LA 2.2, LA 3.2, LA 4.2 Writing: Students will learn and apply writing skills and strategies to communicate.	✓	~	✓	✓	✓	✓	~	✓	✓	√	✓	✓	✓	✓	✓
LA 2.2.1, LA 3.2.1, LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas.	✓	✓	✓	✓	✓	✓	✓	\checkmark	✓	\checkmark	✓	\checkmark	\checkmark	\checkmark	✓
LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and organize information.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.					~	~	~	~	~	~	~	~	~	~	~
LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.					~	~	~	~	~	~	~	~	~	~	~
LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.					~	~	~	~	~	~	~	~	~	~	~
LA 2.2.1.c Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.					~	~	~	~	~	~	~	~	~	~	~
LA 3.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.					~	~	~	~	~	~	~	~	~	~	~
LA 4.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.					~	~	~	~	~	~	~	~	~	~	~
LA 2.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	~	~	~	~	✓	~	~	~	~	~	~	~	~	~	~

								L	ESSO	0N						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	~	~	~	~	~	~	~	~	~	✓	~	✓	~	~	~
	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	~	~	~	~	~	~	~	~	~	✓	✓	✓	✓	~	~
LA 2.2.1.f	Provide oral and/or written descriptive feedback to other writers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	\checkmark	\checkmark	\checkmark	\checkmark
LA 3.2.1.f	Provide oral and/or written descriptive feedback to other writers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	\checkmark	~	✓	~	\checkmark	\checkmark
	Provide oral, written, and/or digital descriptive feedback to other writers.	~	~	~	~	~	~	~	~	~	✓	✓	✓	✓	~	~
LA 2.2.1.g	Persevere in writing tasks of various length and complexity.	✓	✓	✓	✓	\checkmark	✓	✓	✓	✓	✓	✓	\checkmark	\checkmark	\checkmark	\checkmark
	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	~	~	~	~	~	~	~	~	~	~	~	✓	~	~	~
	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	~	~	~	~	~	~	~	~	~	~	~	✓	~	~	~
	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	~	~	~	~	~	~	~	~	~	~	✓	✓	~	~	~
	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	~	~	~	~	~	~	~	~	~	~	~	✓	~	~	~
	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	~	~	~	~	~	~	~	~	~	~	✓	✓	~	~	~
	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.2, LA modes for a	A 3.2.2, 4.2.2 Writing Modes: Students will write in multiple variety of purposes and audiences across disciplines.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	✓
	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

							L	ESSO	N						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.2.c Conduct and publish research to answer questions or solve problems using resources.									~			~			
LA 3.2.2.c Conduct and publish research to answer questions or solve problems using multiple resources to support theses.									~			~			
LA 4.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.									~			~			
LA 2.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3, LA 3.3, LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.1, LA 3.3.1, LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

								L	ESSO	N						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
LA 2.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	~	*	*	~	~	~	*	*	~
LA 3.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	~	*	~	~	~	~	*	~	~
LA 4.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~	~	~	~	\checkmark	~	\checkmark	\checkmark	~	\checkmark	~
LA 3.3.1.b	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~	~	~	~	√	~	√	✓	~	√	~
LA 4.3.1.b	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~	~	~	~	~	~	~	~	✓	~	~
LA 2.3.1.c	Utilize appropriate visual and/or digital tools to support verbal communication.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.1.c	Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	~	~	~	~	~	~	~	~	\checkmark	~	\checkmark	>	>	>	~
	Convey a personal perspective with clear reasons.	\checkmark	\checkmark	\checkmark	✓	✓	\checkmark	\checkmark	~	>	✓	>	>	~	>	~
	Convey a perspective with clear reasoning and support.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Convey a perspective with clear reasoning and support.	✓	✓	✓	✓	✓	✓	✓	✓	~	✓	~	~	✓	~	✓
	Ask pertinent questions to acquire or confirm information.	\checkmark														
	Ask pertinent questions to acquire or confirm information.	\checkmark														
	Ask pertinent questions to acquire or confirm information.	✓	✓	✓	✓	✓	✓	✓	✓	\checkmark	\checkmark	\checkmark	\checkmark	✓	\checkmark	✓
active listen	A 3.3.2, LA 4.3.2 Listening: Students will develop and demonstrate ing skills across a variety of situations.	~	~	~	~	~	~	~	✓	✓	~	✓	✓	✓	✓	~
LA 2.3.2.a	Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

							L	ESSO	N						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
LA 3.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.	v	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.	v	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.2.c Complete a task following multi-step directions.	\checkmark														
LA 3.3.2.c Complete a task following multi-step directions.	✓	\checkmark	✓	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark							
LA 4.3.2.c Complete a task following multi-step directions	\checkmark														
LA 2.3.3, LA 3.3.3, LA 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	✓	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.a Demonstrate appropriate classroom etiquette and recognize social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

								L	ESSO	N]
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
LA 2.3.3.d	Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.d	Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	~	~	~	~	~	~	~	~	✓	✓	~	✓	~	✓	~
LA 4.3.3.d	Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.	~	~	~	~	~	~	~	~	\checkmark	~	~	~	~	~	~
LA 2.3.3.e	Collaboratively converse with peers and adults on grade- appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.e	Collaboratively converse with peers and adults on grade- appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	~	~	~	~	~	~	~	~	✓	✓	~	✓	~	~	~
LA 4.3.3.e	Collaboratively converse with peers and adults on grade- appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

Nebraska English Language Arts Standards							L	ESSO)N						
Approved by the Nebraska State Board of Education 9/5/14, updated 9/30/14	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
LA 2.2, LA 3.2, LA 4.2 Writing: Students will learn and apply writing skills	~	~	~	~	~	~	\checkmark	~	~	~	~	~	~	~	1
and strategies to communicate.	v	v	v	v	v	v	v	•	v	v	v	v	v	v	v
LA 2.2.1, LA 3.2.1, LA 4.2.1 Writing Process: Students will apply the writing															
process to plan, draft, revise, edit, and publish writing using correct spelling,	~	1	~	\checkmark	~	\checkmark	1	~	\checkmark	\checkmark	~	~	~	~	\checkmark
grammar, punctuation, and other conventions of standard English appropriate	•	•	•	•	•	•	•	•	•	•	•	•	•	•	·
for grade-level.															
LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas.	\checkmark														
LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and	✓	1	~	~	~	✓	\checkmark	~	~	\checkmark	1	~	✓	~	~
organize information.	•	•	•	·	•	•	•	•	•	•	•	•	·	•	•
LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas,	~	1	~	1	~	~	~	~	~	~	1	~	~	~	1
organize information, guide writing, and answer questions.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose															
and intended audience and organizational pattern, including a clear	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark							\checkmark	✓	
beginning, middle, and end.															
LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose															
and intended audience and organizational pattern, including a clear	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark							\checkmark	✓	
introduction, body, and conclusion with appropriate transitions.															
LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose															
and intended audience and organizational pattern, including a clear	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark							\checkmark	\checkmark	
introduction, body, and conclusion with appropriate transitions.															
LA 2.2.1.c Gather and use relevant information and evidence from one or	\checkmark	✓	✓	✓	\checkmark	\checkmark	\checkmark								
more print and/or digital sources to support ideas.															
LA 3.2.1.c Gather and use relevant information and evidence from one or															
more authoritative print and/or digital sources to support claims or	~	~	~	~	✓	✓	~	~	~	~	~	~	~	✓	~
theses.															
LA 4.2.1.c Gather and use relevant information and evidence from multiple							~								
authoritative print and/or digital sources to support claims or	~	~	\checkmark	~	~	~	~	~	~	~	~	~	~	~	V
theses.															
LA 2.2.1.d Compose paragraphs with grammatically correct sentences of	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark							\checkmark	\checkmark	
varying length, complexity, and type.LA 3.2.1.d Compose paragraphs with grammatically correct sentences of															
LA 3.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	✓							✓	✓	
LA 4.2.1.d Compose paragraphs with grammatically correct sentences of															
varying length, complexity, and type.	\checkmark	\checkmark	✓	✓	✓	✓							✓	✓	
LA 2.2.1.e Revise to improve and clarify writing through self-monitoring															
strategies and feedback from others.	\checkmark	\checkmark	✓	✓	✓	✓	\checkmark	✓	✓	\checkmark	✓	✓		✓	\checkmark
LA 3.2.1.e Revise to improve and clarify writing through self-monitoring															
strategies and feedback from others.	✓	✓	✓	✓	✓	✓	\checkmark	✓	✓	✓	✓	✓		✓	\checkmark
strategies and recobler from others.								l							

							L	ESSC	N						
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
LA 4.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	~	~	~	~	~	~	~	~	~	~	~	~		~	~
LA 2.2.1.f Provide oral and/or written descriptive feedback to other writers	. 🗸	✓	\checkmark	\checkmark	✓	✓	✓	✓	\checkmark	\checkmark	✓	\checkmark		✓	✓
LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers	. 🗸	\checkmark	\checkmark	✓	✓	✓	✓	✓	\checkmark	✓	✓	\checkmark		✓	✓
LA 4.2.1.f Provide oral, written, and/or digital descriptive feedback to othe writers.	r 🗸	~	~	~	~	~	~	~	~	~	~	~		~	~
LA 2.2.1.g Persevere in writing tasks of various length and complexity.	√	✓	\checkmark	\checkmark	✓	✓	✓	✓	\checkmark	✓	✓	\checkmark		✓	✓
LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	~	~	~	~	~	~	~	~	~	~	~	~		~	~
LA 4.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	~	~	~	~	~	~	~	~	~	~	~	~		~	~
LA 2.2.1.h Proofread and edit writing recursively for format and convention of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	~	~	~	~	~	~	~	~	~	~	~			~	~
LA 3.2.1.h Proofread and edit writing recursively for format and convention of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	18	~	~	~	~	~	~	~	~	~	~			~	~
LA 4.2.1.h Proofread and edit writing recursively for format and convention of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	15	~	~	~	~	~	~	~	~	~	~			~	~
LA 2.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	~	~	~	~	~	~	~	~	~	~	~			~	~
LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	~	~	~	~	~	~	~	~	~	~	~			~	~
LA 4.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	~	~	~	~	~	~	~	~	~	~	~			~	~
LA 2.2.2, LA 3.2.2, 4.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

							L	ESSO	N						
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	✓
LA 4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	✓
LA 2.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~	~	~	✓	~	~	~	~	~	✓	~
LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	✓
LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~	~	~	~	~	~	~	~	~	✓	~
LA 2.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	✓	~	~	~	~	~	~	~
LA 4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3, LA 3.3, LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.1, LA 3.3.1, LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

								L	ESSO	N						I
		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	Utilize appropriate visual and/or digital tools to support verbal communication.	~	~	~	~	~	~	\checkmark	~	~	~	~	~	~	~	✓
	Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	~	~	~	~	~	~	~	~	✓	~	~	~	~	~	~
	Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.1.d	Convey a personal perspective with clear reasons.	✓	✓	✓	✓	✓	✓	~	\checkmark	~	\checkmark	✓	\checkmark	✓	✓	~
	Convey a perspective with clear reasoning and support.	\checkmark	✓	\checkmark	✓	✓	✓	>	\checkmark	>	✓	✓	\checkmark	\checkmark	✓	\checkmark
LA 4.3.1.d	Convey a perspective with clear reasoning and support.	\checkmark	✓	\checkmark	✓	✓	✓	>	\checkmark	>	✓	✓	\checkmark	✓	✓	~
	Ask pertinent questions to acquire or confirm information.	\checkmark														
	Ask pertinent questions to acquire or confirm information.	\checkmark	✓	\checkmark	✓	✓	✓	>	\checkmark	>	✓	✓	\checkmark	\checkmark	✓	\checkmark
	Ask pertinent questions to acquire or confirm information.	\checkmark	✓	\checkmark	✓	✓	✓	>	\checkmark	>	✓	✓	\checkmark	✓	✓	\checkmark
active listen	A 3.3.2, LA 4.3.2 Listening: Students will develop and demonstrate ing skills across a variety of situations.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	~	~	~	~	~	~	✓	~	✓	~	~	~	~	~	~
	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

							L	ESSO	N						I
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
LA 3.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.2.c Complete a task following multi-step directions.	\checkmark														
LA 3.3.2.c Complete a task following multi-step directions.	✓	✓	✓	✓	✓	\checkmark	✓	~	✓	✓	✓	✓	✓	✓	\checkmark
LA 4.3.2.c Complete a task following multi-step directions	✓	✓	✓	✓	✓	\checkmark	✓	~	✓	✓	✓	✓	✓	✓	\checkmark
LA 2.3.3, LA 3.3.3, LA 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	✓
LA 2.3.3.a Demonstrate appropriate classroom etiquette and recognize social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

								LI	ESSO	N						
		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
LA 2.3.3.e	Collaboratively converse with peers and adults on grade-															
	appropriate topics and texts, building on others' ideas to clearly	\checkmark														
	express one's own views while respecting diverse perspectives.															
LA 3.3.3.e	Collaboratively converse with peers and adults on grade-															
	appropriate topics and texts, building on others' ideas to clearly	\checkmark	\checkmark	\checkmark	✓	\checkmark										
	express one's own views while respecting diverse perspectives.															
LA 4.3.3.e	Collaboratively converse with peers and adults on grade-															
	appropriate topics and texts, building on others' ideas to clearly	\checkmark	\checkmark	✓	\checkmark											
	express one's own views while respecting diverse perspectives.															

Nebraska English Language Arts Standards							L	ESSC	N						
Approved by the Nebraska State Board of Education 9/5/14, updated 9/30/14	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
LA 2.2, LA 3.2, LA 4.2 Writing: Students will learn and apply writing skills	~	~	~		\checkmark	~	\checkmark	~	\checkmark	✓	\checkmark	~		~	
and strategies to communicate.	v	v	~	v	~	~	v	~	~	v	~	v	v	~	~
LA 2.2.1, LA 3.2.1, LA 4.2.1 Writing Process: Students will apply the writing															
process to plan, draft, revise, edit, and publish writing using correct spelling,	\checkmark	1	1	1	1	1	\checkmark	1	1	1	1	1	1	1	1
grammar, punctuation, and other conventions of standard English appropriate	•	•	•	•	•	•	•	•	•	•	•	•	,	•	•
for grade-level.															
LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas.	\checkmark	\checkmark	✓	\checkmark	\checkmark	\checkmark									
LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and	\checkmark	1	~	1	1	✓	\checkmark	✓	~	✓	~	✓	1	~	1
organize information.	•	•	•	•	•	•	•	•	·	·	•	•	•	•	•
LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas,	\checkmark	~	~	1	1	1	\checkmark	✓	~	✓	~	~	1	✓	~
organize information, guide writing, and answer questions.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose															
and intended audience and organizational pattern, including a clear										\checkmark	✓	\checkmark	\checkmark	✓	\checkmark
beginning, middle, and end.															
LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose															
and intended audience and organizational pattern, including a clear										\checkmark	✓	\checkmark	\checkmark	\checkmark	\checkmark
introduction, body, and conclusion with appropriate transitions.															
LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose										,					,
and intended audience and organizational pattern, including a clear										✓	✓	\checkmark	~	✓	~
introduction, body, and conclusion with appropriate transitions.															
LA 2.2.1.c Gather and use relevant information and evidence from one or	\checkmark	\checkmark	✓	\checkmark	\checkmark	✓	\checkmark	\checkmark	✓	\checkmark	✓	\checkmark	\checkmark	\checkmark	✓
more print and/or digital sources to support ideas.															
LA 3.2.1.c Gather and use relevant information and evidence from one or							~								
more authoritative print and/or digital sources to support claims or	\checkmark	~	\checkmark	~	~	~	~	~	~	~	~	~	~	~	~
theses.								-							
LA 4.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or	\checkmark	~	~				\checkmark	~	~	~	~	~		~	
theses.	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
LA 2.2.1.d Compose paragraphs with grammatically correct sentences of															
varying length, complexity, and type.										\checkmark	✓	\checkmark	\checkmark	\checkmark	✓
LA 3.2.1.d Compose paragraphs with grammatically correct sentences of															
varying length, complexity, and type.										\checkmark	✓	✓	\checkmark	\checkmark	✓
LA 4.2.1.d Compose paragraphs with grammatically correct sentences of															
varying length, complexity, and type.										✓	✓	✓	✓	✓	✓
LA 2.2.1.e Revise to improve and clarify writing through self-monitoring	<u> </u>				<u> </u>	<u> </u>									
strategies and feedback from others.	\checkmark	✓	✓	✓	✓	✓	\checkmark	✓		✓	✓	✓	✓	✓	✓
LA 3.2.1.e Revise to improve and clarify writing through self-monitoring	,		,	,	,	,	,			,		,	,		,
strategies and feedback from others.	✓	~	~	✓	✓	~	√	✓		✓	✓	✓	 ✓ 	✓	~

							L	ESSO	N						
	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
LA 4.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	~	~	~	✓	✓	~	~	~		~	~	~	~	~	✓
LA 2.2.1.f Provide oral and/or written descriptive feedback to other writters.	√	✓	✓	✓	✓	✓	✓	\checkmark	✓	✓	✓	✓	\checkmark	✓	\checkmark
LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers.	· ·	· ✓	· ✓	· •	· •	· •	· ✓	· ✓	· •	·	· ✓	· •	· •	· •	· •
LA 4.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.	✓	✓	✓	✓	✓	✓	~	✓	~	✓	✓	✓	✓	✓	· ✓
LA 2.2.1.g Persevere in writing tasks of various length and complexity.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	~	~	~	~	~	~	~	~			~	~	~	~	~
LA 3.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	~	~	~	~	~	~	~	~			~	~	~	~	~
LA 4.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	~	~	~	~	~	~	~	~			~	~	~	~	~
LA 2.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	~	~	~	~	~	~	~	~			~	~	~	~	~
LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	~	~	~	~	~	~	~	~			~	~	~	~	~
LA 4.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	~	~	~	~	~	~	~	~			~	~	~	~	~
LA 2.2.2, LA 3.2.2, 4.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

							L	ESSO	N						
	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	*	*	~	~	~	~	~
LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.	~	~	~	~	~	~	~	~	✓	✓	~	~	~	~	~
LA 4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.	~	~	~	~	~	~	~	~	✓	✓	~	~	~	~	~
LA 2.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~	~	~	~	✓	✓	~	~	~	~	~
LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~	~	~	~	✓	✓	~	~	~	~	~
LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~	~	~	~	✓	✓	~	~	~	~	~
LA 2.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	~	✓	✓	~	~	~	~	~
LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	~	✓	✓	~	~	~	~	~
LA 4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3, LA 3.3, LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.	~	~	~	~	~	~	~	~	✓	✓	~	~	~	~	~
LA 2.3.1, LA 3.3.1, LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	~	~	~	~	~	~	~	~	\checkmark	\checkmark	~	~	~	~	~
LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

								L	ESSO	N						
		31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
LA 4.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.1.b	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.1.b	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	Utilize appropriate visual and/or digital tools to support verbal communication.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.1.c	Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.1.c	Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	✓
LA 2.3.1.d	Convey a personal perspective with clear reasons.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	\checkmark
LA 3.3.1.d	Convey a perspective with clear reasoning and support.	✓	✓	✓	✓	\checkmark	✓	✓	✓	✓	\checkmark	✓	✓	\checkmark	\checkmark	\checkmark
LA 4.3.1.d	Convey a perspective with clear reasoning and support.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	\checkmark
LA 2.3.1.e	Ask pertinent questions to acquire or confirm information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	\checkmark	\checkmark
LA 3.3.1.e	Ask pertinent questions to acquire or confirm information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	\checkmark	\checkmark
LA 4.3.1.e	Ask pertinent questions to acquire or confirm information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	\checkmark	\checkmark
	A 3.3.2, LA 4.3.2 Listening: Students will develop and demonstrate ing skills across a variety of situations.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.2.a	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.2.b	With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

							L	ESSO	N						T
	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
LA 3.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.2.c Complete a task following multi-step directions.	✓	✓	✓	✓	✓	✓	✓	\checkmark	✓	✓	✓	✓	✓	✓	✓
LA 3.3.2.c Complete a task following multi-step directions.	✓	✓	✓	✓	✓	✓	✓	\checkmark	✓	✓	✓	✓	✓	✓	\checkmark
LA 4.3.2.c Complete a task following multi-step directions.	✓	✓	✓	✓	✓	✓	✓	\checkmark	✓	✓	✓	✓	✓	✓	✓
LA 2.3.3, LA 3.3.3, LA 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	✓
LA 2.3.3.a Demonstrate appropriate classroom etiquette and recognize social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

							L	ESSO	N						
	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
h peers and adults on grade- building on others' ideas to clearly le respecting diverse perspectives.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
h peers and adults on grade- building on others' ideas to clearly le respecting diverse perspectives.	~	~	~	~	<	~	~	~	~	~	<	~	~	~	~
h peers and adults on grade- building on others' ideas to clearly le respecting diverse perspectives.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

Nebraska English Language Arts Standards							L	ESSC	DN						
Approved by the Nebraska State Board of Education 9/5/14, updated 9/30/14	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
LA 2.2, LA 3.2, LA 4.2 Writing: Students will learn and apply writing skills	~	./	~	~	~	~	~	~	./	~	~	~	./		
and strategies to communicate.	v	v	v	v	v	v	v	v	v	v	v	v	v	×	v
LA 2.2.1, LA 3.2.1, LA 4.2.1 Writing Process: Students will apply the writing															
process to plan, draft, revise, edit, and publish writing using correct spelling,	~	\checkmark	~	~	~	~	~	\checkmark	~	~	\checkmark	~	~	~	~
grammar, punctuation, and other conventions of standard English appropriate	·	·	•	•	•	·	•	·	•	•	·	•		•	•
for grade-level.															
LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas.	\checkmark														
LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and	\checkmark	1	~	✓	~	\checkmark	\checkmark	\checkmark	\checkmark	1	\checkmark	~	✓	1	1
organize information.		·	·	·		·				·	·	-			-
LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas,	~	1	~	~	~	\checkmark	~	~	1	1	1	~	~	~	1
organize information, guide writing, and answer questions.	•	•	•	·	•	•	•	·	•	•	•	•	·	•	•
LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose															
and intended audience and organizational pattern, including a clear	\checkmark	\checkmark	✓	\checkmark	✓	\checkmark	\checkmark	\checkmark	\checkmark	✓	\checkmark	\checkmark	\checkmark	✓	\checkmark
beginning, middle, and end.															
LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose															
and intended audience and organizational pattern, including a clear	\checkmark	\checkmark	✓	\checkmark	✓	\checkmark	\checkmark	\checkmark	\checkmark	✓	\checkmark	✓	\checkmark	\checkmark	✓
introduction, body, and conclusion with appropriate transitions.															
LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose	,		,				,	,	,	,	,	,	,		,
and intended audience and organizational pattern, including a clear	✓	~	~	✓	~	~	~	\checkmark	✓	~	\checkmark	~	~	~	~
introduction, body, and conclusion with appropriate transitions.															
LA 2.2.1.c Gather and use relevant information and evidence from one or	\checkmark	✓	\checkmark	\checkmark	\checkmark										
more print and/or digital sources to support ideas.															
LA 3.2.1.c Gather and use relevant information and evidence from one or	~		~	~	~	\checkmark	1	~				~			
more authoritative print and/or digital sources to support claims or	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
theses. LA 4.2.1.c Gather and use relevant information and evidence from multiple															
authoritative print and/or digital sources to support claims or	\checkmark	\checkmark	~	✓	~	\checkmark	~	~	./	./	\checkmark	~	./	~	
theses.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
LA 2.2.1.d Compose paragraphs with grammatically correct sentences of	-														
varying length, complexity, and type.	✓	✓	✓	✓	✓	\checkmark	✓	✓	✓	✓	\checkmark	✓	✓	✓	✓
LA 3.2.1.d Compose paragraphs with grammatically correct sentences of															
varying length, complexity, and type.	\checkmark	✓	~	✓	~	~	~	\checkmark	✓	~	✓	~	✓	~	✓
LA 4.2.1.d Compose paragraphs with grammatically correct sentences of	,	,	,	,	,	,	,	,	,	,	,		,		
varying length, complexity, and type.	~	✓	~	✓	~	~	✓	\checkmark	✓	~	\checkmark	~	~	~	✓
LA 2.2.1.e Revise to improve and clarify writing through self-monitoring															
strategies and feedback from others.	\checkmark	√	✓	✓	~	~	✓	✓	✓	~	~	\checkmark	~	~	✓
LA 3.2.1.e Revise to improve and clarify writing through self-monitoring	~				✓	~	\checkmark	\checkmark	~	~					
strategies and feedback from others.	v	v	v	v	*	•	v	v	×	*	~	v	*	v	v

								ESSC	DN						
	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
LA 4.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.1.f Provide oral and/or written descriptive feedback to other writers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	\checkmark	✓	✓	✓	✓	✓
LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	\checkmark	✓	✓	✓	✓	✓
LA 4.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.1.g Persevere in writing tasks of various length and complexity.	✓	\checkmark	✓	✓	✓	✓	✓	\checkmark	\checkmark	✓	✓	✓	✓	✓	✓
LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.1.h Proofread and edit writing recursively for format and convention of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.1.h Proofread and edit writing recursively for format and convention of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	s ✓	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.1.h Proofread and edit writing recursively for format and convention of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	s 🗸	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.2, LA 3.2.2, 4.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	~	~	~	~	~	~	~	~	~	~	~	~	~	✓	~
LA 2.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	•	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

							L	ESSO	N						
	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.	~	~	~	~	✓	~	~	~	~	~	~	~	~	~	~
LA 2.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	✓	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3, LA 3.3, LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.1, LA 3.3.1, LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

								ESSO	N						
	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
LA 4.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	~	~	<	~	~	~	~	~	~
LA 2.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.	~	~	~	~	~	~	~	~	✓	~	~	~	~	~	~
LA 3.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	~	~	~	~	~	~	~	~	<	~	~	~	~	~	~
LA 4.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	~	~	~	~	~	~	~	~	<	~	~	~	~	~	~
LA 2.3.1.d Convey a personal perspective with clear reasons.	\checkmark	✓	~	✓	✓	✓	✓	\checkmark	\checkmark	\checkmark	~	✓	✓	✓	\checkmark
LA 3.3.1.d Convey a perspective with clear reasoning and support.	\checkmark	✓	~	✓	✓	✓	✓	\checkmark	\checkmark	\checkmark	~	✓	✓	✓	\checkmark
LA 4.3.1.d Convey a perspective with clear reasoning and support.	\checkmark	\checkmark	~	✓	✓	✓	✓	\checkmark	\checkmark	\checkmark	\checkmark	✓	\checkmark	✓	\checkmark
LA 2.3.1.e Ask pertinent questions to acquire or confirm information.	\checkmark	\checkmark	~	✓	✓	✓	✓	\checkmark	\checkmark	\checkmark	\checkmark	✓	\checkmark	✓	\checkmark
LA 3.3.1.e Ask pertinent questions to acquire or confirm information.	\checkmark	✓	~	✓	✓	✓	✓	\checkmark	\checkmark	\checkmark	~	✓	✓	✓	\checkmark
LA 4.3.1.e Ask pertinent questions to acquire or confirm information.	✓	~	✓	✓	✓	✓	✓	✓	\checkmark	✓	✓	\checkmark	✓	✓	\checkmark
LA 2.3.2, LA 3.3.2, LA 4.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.	~	~	~	~	~	~	~	~	✓	~	~	~	~	~	~
LA 2.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	~	~	~	~	~	~	~	~	✓	~	~	~	~	~	~
LA 3.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.	~	~	~	~	~	~	~	~	✓	~	~	~	~	~	~

							L	ESSO	N						
	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
LA 3.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.2.c Complete a task following multi-step directions.	✓	✓	✓	✓	✓	\checkmark	✓	✓	✓	✓	~	✓	~	✓	\checkmark
LA 3.3.2.c Complete a task following multi-step directions.	✓	\checkmark	✓	✓	✓	✓	✓	\checkmark	✓	✓	✓	\checkmark	✓	✓	\checkmark
LA 4.3.2.c Complete a task following multi-step directions	✓	\checkmark	✓	✓	✓	✓	✓	\checkmark	✓	✓	✓	\checkmark	✓	✓	\checkmark
LA 2.3.3, LA 3.3.3, LA 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.a Demonstrate appropriate classroom etiquette and recognize social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	✓
LA 4.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	✓
LA 2.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

							L	ESSO	N						
	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
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.															
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.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
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.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

						L	ESSO	JIN						
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
		1		1		1	1		/			/		
v	v	v	v	v	v	v	v	v	v	v	v	v	v	
1	~	\checkmark	~	~	\checkmark	~	\checkmark	\checkmark	\checkmark	~	\checkmark	\checkmark	\checkmark	√
•		Ť	•	·			•		·	•		·	·	
														L
\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
1	1	1	1	1	1	1	1	1	1	1	1	1	1	
-		Ť		·						-				
1	1	1	1	1	1	1	1	1	~	1	1	~	1	_
•	•	•	•	•	•	•	•	•	•	•	•	•	•	
• 🗸	\checkmark	\checkmark	✓	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark			✓
														'
														.
• 🗸	\checkmark	\checkmark	~	\checkmark	\checkmark	✓	\checkmark	\checkmark	\checkmark	✓	\checkmark			\checkmark
														'
				,	,	,	,	,	,	,	,			
· 🗸	✓	~	~	~	~	~	~	~	~	~	~			√
_														'
\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	✓	\checkmark	\checkmark	\checkmark	✓
v	~	v	~	v	v	v	~	v	v	~	v	v	v	
	./	./	./	./	./		./	./	.(./	.(
v	ľ	v	v	v	v	v	v	v	v	v	v	v	v	
✓	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	✓	\checkmark	\checkmark	\checkmark	✓	\checkmark			\checkmark
\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	✓	\checkmark	\checkmark	\checkmark	✓	\checkmark			\checkmark
✓	✓	✓	✓	✓	✓	~	✓	✓	✓	✓	✓			~
		,										1		
✓	✓	√	✓	✓	✓	√	✓	✓	✓	√	✓		1	✓
✓	~	✓	~	√	~	✓	✓	v	~	√	~			✓
r	r ✓ r ✓	Image: constraint of the sector of the se	· · · · · · · · · · · · · · · · · · · · r · · · r · · · r · · · · · · · r · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · <	\cdot	\cdot r \cdot \cdot \cdot \cdot \cdot \cdot r \cdot \cdot \cdot \cdot \cdot \cdot \cdot r \cdot	\cdot r \cdot \cdot \cdot \cdot \cdot \cdot r \cdot \cdot \cdot \cdot \cdot \cdot r \cdot	\cdot r \cdot \cdot \cdot \cdot \cdot \cdot \cdot r \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot r \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot r \cdot	\cdot	\cdot	\cdot	\cdot \cdot \cdot <td>\cdot \cdot \cdot \cdot</td> <td>\cdot \cdot 1 1 1</td> <td>\cdot \cdot 1 1</td>	\cdot \cdot \cdot	\cdot 1 1 1	\cdot 1 1

							L	ESSO	N						
	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
LA 4.2.1.e Revise to improve and clarify writing through self-monitoring	√	~	~	~	~	~	~	~	~	~	~	~			\checkmark
strategies and feedback from others.		•		•		•					•	•			· ·
LA 2.2.1.f Provide oral and/or written descriptive feedback to other writers.	✓	\checkmark													
LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers.	✓	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	✓	\checkmark							
LA 4.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.1.g Persevere in writing tasks of various length and complexity.	✓	✓	\checkmark	\checkmark	✓	\checkmark	✓	✓	\checkmark	>	\checkmark	\checkmark	~	\checkmark	\checkmark
LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.1.h Proofread and edit writing recursively for format and convention of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.1.h Proofread and edit writing recursively for format and convention of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	5 ✓	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.1.h Proofread and edit writing recursively for format and convention of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	3 ✓	~	~	~	~	~	~	~	~	✓	~	~	~	~	~
LA 2.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.2, LA 3.2.2, 4.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	✓
LA 2.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

							L	ESSO	N						
	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.	~	~	~	~	~	~	~	~	~	~	~	✓	✓	~	~
LA 2.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	✓	~	~	~	✓	✓	~	~	~	~	~	✓	✓	✓	~
LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~	~	~	~	~	~	~	✓	~	~	~
LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	✓	~	~	~	~	~	~	✓	✓	✓	~
LA 2.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~	~	~	✓	✓	✓	✓	✓	✓	✓	~
LA 2.3, LA 3.3, LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.1, LA 3.3.1, LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	<	~	~	~	~	~	~	~	~
LA 3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	√

								L	ESSO	N						
		61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
suited to the	e ideas and information in a clear and concise manner purpose, setting, and audience (formal voice or e), using appropriate word choice, grammar, and cture.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
eye contact, a purposes and	appropriate speaking techniques (e.g., appropriate idequate volume, clear pronunciation) for a variety of situations, including interpreting text.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
eye contact, a	appropriate speaking techniques (e.g., appropriate idequate volume, clear pronunciation) for a variety of situations, including interpreting text.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
eye contact, a	appropriate speaking techniques (e.g., appropriate idequate volume, clear pronunciation, word choice) of purposes and situations, including interpreting text.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
communicati		~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	priate visual and/or digital tools to enhance verbal on and add interest.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	priate visual and/or digital tools to enhance verbal on and add interest.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.1.d Convey a per	sonal perspective with clear reasons.	✓	✓	✓	\checkmark	✓	\checkmark	\checkmark	\checkmark							
	spective with clear reasoning and support.	✓	✓	✓	\checkmark	✓	\checkmark	\checkmark	\checkmark							
LA 4.3.1.d Convey a per	spective with clear reasoning and support.	✓	\checkmark	✓	\checkmark	✓	\checkmark	\checkmark	\checkmark	\checkmark	✓	\checkmark	✓	\checkmark	\checkmark	\checkmark
	questions to acquire or confirm information.	✓	\checkmark	✓	\checkmark	✓	\checkmark	\checkmark	\checkmark	\checkmark	✓	\checkmark	✓	\checkmark	\checkmark	✓
LA 3.3.1.e Ask pertinent	questions to acquire or confirm information.	✓	\checkmark	✓	\checkmark	✓	\checkmark	\checkmark	\checkmark	\checkmark	✓	\checkmark	✓	\checkmark	\checkmark	✓
	questions to acquire or confirm information.	✓	\checkmark	✓	\checkmark	✓	\checkmark	\checkmark	\checkmark	\checkmark	✓	\checkmark	✓	\checkmark	\checkmark	✓
LA 2.3.2, LA 3.3.2, LA 4 active listening skills acro	.3.2 Listening: Students will develop and demonstrate oss a variety of situations.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
nonverbal cue	ve and attentive listening skills (e.g., eye contact, es, recalling) for multiple situations and modalities.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
nonverbal cue modalities.	active and attentive listening skills (e.g., eye contact, es, recalling, questioning) for multiple situations and	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
nonverbal cue modalities.	active and attentive listening skills (e.g., eye contact, es, recalling, questioning) for multiple situations and	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	idance, discuss the purpose and credibility of being presented in diverse media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

							L	ESSO	N						
	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
LA 3.3.2.b Identify the purpose and credibility of information being presente in diverse media and formats.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.2.b Identify the purpose and credibility of information being presente in diverse media and formats.	d ✓	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.2.c Complete a task following multi-step directions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LA 3.3.2.c Complete a task following multi-step directions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LA 4.3.2.c Complete a task following multi-step directions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LA 2.3.3, LA 3.3.3, LA 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	✓	~	~	~	~	~	~	~	~	~	~	~	~	~	✓
LA 2.3.3.a Demonstrate appropriate classroom etiquette and recognize social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.b Demonstrate awareness of and sensitivity to the appropriate use o words (e.g., helpful/hurtful words) in conversation.	f ✓	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use o words (e.g., stereotypes, multiple meanings of words) in conversation.	f	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use o words (e.g., stereotypes, multiple meanings of words) in conversation.	f	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas	. 🗸	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas	. 🗸	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas	. 🗸	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 2.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.		~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to topic, text, or issue under study.	a ✓	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LA 4.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to topic, text, or issue under study.	a ✓	~	~	~	~	~	~	~	~	~	~	~	~	~	~

								L	ESSO	N						
		61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
LA 2.3.3.e	Collaboratively converse with peers and adults on grade-															
	appropriate topics and texts, building on others' ideas to clearly	\checkmark	✓	\checkmark												
	express one's own views while respecting diverse perspectives.															
LA 3.3.3.e	Collaboratively converse with peers and adults on grade-															
	appropriate topics and texts, building on others' ideas to clearly	\checkmark														
	express one's own views while respecting diverse perspectives.															
LA 4.3.3.e	Collaboratively converse with peers and adults on grade-															
	appropriate topics and texts, building on others' ideas to clearly	\checkmark	\checkmark	✓	✓	\checkmark										
	express one's own views while respecting diverse perspectives.															

Adventures in Language® Level II Novel Ideas, Inc. Nebraska English Language Arts Standards, Grades 2, 3, 4.

Nebraska English Language Arts Standards		L	ESSO	N	
Approved by the Nebraska State Board of Education 9/5/14, updated 9/30/14	76	77	78	79	80
LA 2.2, LA 3.2, LA 4.2 Writing: Students will learn and apply writing skills	~	~	~	~	~
and strategies to communicate.	•	•	•	•	•
LA 2.2.1, LA 3.2.1, LA 4.2.1 Writing Process: Students will apply the writing					
process to plan, draft, revise, edit, and publish writing using correct spelling,	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
grammar, punctuation, and other conventions of standard English appropriate	-				
for grade-level.		,	,	,	
LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas.	✓	\checkmark	\checkmark	\checkmark	
LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and	\checkmark	\checkmark	\checkmark	\checkmark	
organize information.					
LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas,	\checkmark	\checkmark	\checkmark	\checkmark	
organize information, guide writing, and answer questions.		-			
LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose					
and intended audience and organizational pattern, including a	\checkmark		\checkmark	\checkmark	
clear beginning, middle, and end.					
LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose					
and intended audience and organizational pattern, including a	~		\checkmark	\checkmark	
clear introduction, body, and conclusion with appropriate					
transitions.					
LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose					
and intended audience and organizational pattern, including a	\checkmark		\checkmark	\checkmark	
clear introduction, body, and conclusion with appropriate					
transitions.					
LA 2.2.1.c Gather and use relevant information and evidence from one or	✓	\checkmark	\checkmark	\checkmark	
more print and/or digital sources to support ideas. LA 3.2.1.c Gather and use relevant information and evidence from one or					
		./	./	./	
more authoritative print and/or digital sources to support claims or theses.	v	v	v	v	
LA 4.2.1.c Gather and use relevant information and evidence from multiple					
authoritative print and/or digital sources to support claims or	~	1	\checkmark	\checkmark	
theses.	•	•	•	•	
LA 2.2.1.d Compose paragraphs with grammatically correct sentences of					
varying length, complexity, and type.	\checkmark		\checkmark	\checkmark	
LA 3.2.1.d Compose paragraphs with grammatically correct sentences of					
varying length, complexity, and type.	\checkmark		\checkmark	\checkmark	
LA 4.2.1.d Compose paragraphs with grammatically correct sentences of					
varying length, complexity, and type.	✓		\checkmark	\checkmark	
LA 2.2.1.e Revise to improve and clarify writing through self-monitoring			,		
strategies and feedback from others.	\checkmark	✓	\checkmark	✓	1

			L	ESSO	N	
		76	77	78	79	80
	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	~	~	~	~	
	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	~	~	~	~	
	Provide oral and/or written descriptive feedback to other writers.	\checkmark	✓	\checkmark	\checkmark	
	Provide oral and/or written descriptive feedback to other writers.	\checkmark	\checkmark	\checkmark	\checkmark	
LA 4.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.	~	~	~	~	
LA 2.2.1.g	Persevere in writing tasks of various length and complexity.	✓	✓	\checkmark	✓	
LA 3.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	~	~	~	~	
LA 4.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	~	~	~	~	
LA 2.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	~	~	~	~	
LA 3.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	~	~	~	~	
LA 4.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	~	~	~	~	
LA 2.2.1.j	Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	~			~	~
LA 3.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	~			~	~
LA 4.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	~			~	~
LA 2.2.2, L	A 3.2.2, LA 4.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	~	~	~	~	~
LA 2.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~

			L	ESSO	N	
		76	77	78	79	80
LA 3.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~
LA 4.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	~	~	~	~	~
LA 2.2.2.b	Provide evidence from literary or informational text to support ideas or opinions.	~	~	~	~	~
LA 3.2.2.b	Provide evidence from literary or informational text to support ideas or opinions.	~	~	~	~	~
LA 4.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.	~	~	~	~	~
LA 2.2.2.c	Conduct and publish research to answer questions or solve problems using resources.	~	~	~	~	~
LA 3.2.2.c	Conduct and publish research to answer questions or solve problems using multiple resources to support theses.	~	~	~	~	~
LA 4.2.2.c	Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.	~	~	~	~	~
LA 2.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~
LA 3.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~
LA 4.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	~	~	~	~	~
LA 2.2.2.e	Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~
LA 3.2.2.e	Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~
LA 4.2.2.e	Compare various mentor texts and/or exemplars to create a similar piece.	~	~	~	~	~
LA 2.3, LA	3.3, LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.	~	~	~	~	~

			L	ESSO	N	
		76	77	78	79	80
LA 3.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	✓	~
LA 4.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	~	~	~	✓	*
LA 2.3.1.b	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~
	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	~	~	~	~	~
LA 4.3.1.b	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.	~	~	~	~	*
LA 2.3.1.c	Utilize appropriate visual and/or digital tools to support verbal communication.	~	~	~	~	~
LA 3.3.1.c	Utilize appropriate visual and/or digital tools to support verbal communication and add interest.	~	~	~	~	~
LA 4.3.1.c	Utilize appropriate visual and/or digital tools to support verbal communication and add interest.	~	~	~	~	~
LA 2.3.1.d	Convey a personal perspective with clear reasons.	>	>	✓	~	>
	Convey a perspective with clear reasoning and support.	✓	~	✓	✓	\checkmark
	Convey a perspective with clear reasoning and support.	~	✓	✓	\checkmark	✓
	Ask pertinent questions to acquire or confirm information.	\checkmark	✓	✓	✓	✓
	Ask pertinent questions to acquire or confirm information.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	Ask pertinent questions to acquire or confirm information.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	A 3.3.2, LA 4.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.	~	~	~	~	~
	Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	>	~	~	~	~
LA 3.3.2.a	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	~	~	~	~	~

			L	ESSO	N	
		76	77	78	79	80
	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	~	~	~	~	~
	With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.	~	~	~	~	~
	Identify the purpose and credibility of information being presented in diverse media and formats.	~	~	~	~	~
	Identify the purpose and credibility of information being presented in diverse media and formats.	~	~	~	~	~
LA 2.3.2.c	Complete a task following multi-step directions.	\checkmark	✓	✓	✓	✓
LA 3.3.2.c	Complete a task following multi-step directions.	✓	✓	✓	✓	✓
LA 4.3.2.c	Complete a task following multi-step directions.	>	\checkmark	\checkmark	\checkmark	✓
	A 3.3.3, LA 4.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	~	~	~	~	~
	Demonstrate appropriate classroom etiquette and recognize social cues when communicating.	~	~	~	~	~
	Demonstrate appropriate social etiquette and apply social cues when communicating.	~	~	~	~	~
	Demonstrate appropriate social etiquette and apply social cues when communicating.	~	~	~	~	~
	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	~	~	~	~	~
LA 3.3.3.b	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	~	~	~	~	~
	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	~	~	~	~	~
	Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	~	~	~	~	~
LA 3.3.3.c	Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	~	~	~	~	~
LA 4.3.3.c	Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	~	~	~	~	~
LA 2.3.3.d	Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	~	~	~	~	~

Adventures in Language® Level II Novel Ideas, Inc. Nebraska English Language Arts Standards, Grades 2, 3, 4.

			L	ESSO	N	
		76	77	78	79	80
LA 3.3.3.d	Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	~	~	~	~	~
LA 4.3.3.d	Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.	~	~	~	~	~
LA 2.3.3.e	Collaboratively converse with peers and adults on grade- appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	~	~	~	~	~
LA 3.3.3.e	Collaboratively converse with peers and adults on grade- appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	~	~	~	~	~
LA 4.3.3.e	Collaboratively converse with peers and adults on grade- appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	~	~	~	~	~