

# NEBRASKA READING/WRITING STANDARDS

## Grades K-12

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# Nebraska Reading/Writing Standards

## Grades K-1

### 1.1 READING AND WRITING

#### 1.1.1 **By the end of first grade, students will read and write using a variety of word recognition strategies at grade one level.**

*Example indicators:*

- Use phonics to read, write, and spell (70 phonograms).
- Use vocabulary knowledge to read unfamiliar words.
- Confirm the accuracy of their reading by using phonics and context clues.

#### 1.1.2 **By the end of first grade, students will demonstrate phonological awareness and exhibit knowledge of letters and sounds.**

*Example indicators:*

- Identify lowercase and uppercase letters of the alphabet.
- Identify and generate rhyming words.
- Say the initial, final, or vowel sounds of simple, one-syllable words.
- Separate and blend sounds to read words.

#### 1.1.3 **By the end of first grade, students will demonstrate knowledge of the organization of print when reading and writing.**

*Example indicators:*

- Identify the front cover, back cover, and title page of a book.
- Follow pages sequentially when reading a book.
- Follow words from left to right and top to bottom on a printed page.
- Identify print (rather than pictures) as the feature being read.
- Identify roles of author and/or illustrator.

#### 1.1.4 **By the end of first grade, students will read and demonstrate comprehension at grade one level, using a variety of strategies.**

*Example indicators:*

- Make predictions based on title, cover, illustrations, and text.
- Retell stories in sequence (beginning, middle, end).
- Identify important story elements (main character, setting, events).
- Connect what is read to real-life experiences (developing a foundation for later literary analysis).
- Distinguish between truth and make-believe in literature.
- Recall details from fiction and nonfiction text.
- Read and explain their own writing and drawing.
- Choose books appropriate for their own interests, purposes, and reading level.
- Define vocabulary from literary selections.

**1.1.5 By the end of first grade, students will respond to fiction and non-fiction text through writing, drawing, and verbal responses.**

*Example indicators:*

- Read/listen to a variety of selections.
- Discuss the meaning of the selection.
- Draw pictures and/or write sentences in response to selections.
- Identify ways in which literary selections relate to their own lives.

**1.1.6 By the end of first grade, students will print neatly and correctly.**

*Example indicators:*

- Print using appropriate starting points and strokes.
- Print using a left to right, top to bottom progression.
- Print uppercase and lowercase letters with recognizable accuracy and comfort.

**1.1.7 By the end of first grade, students will write about familiar experiences, people, objects, or events.**

*Example indicators:*

- Communicate effectively through writing.
- Use correct spelling.
- Use correct grammar.
- Use correct capitalization.
- Use correct punctuation.
- Print their own full names correctly.

**1.2 SPEAKING**

**1.2.1 By the end of first grade, students will speak in clear, complete, coherent sentences using standard English.**

*Example indicators:*

- Share information, opinions and tell stories.
- Ask questions to gain information.
- Describe people, places, things, location, size, color, shape, and action.
- Recite short poems, rhymes, and songs.
- Use appropriate voice level and intonation when speaking or reading aloud.
- Use the conversational skills of taking turns and staying on topic.

**1.3 LISTENING**

**1.3.1 By the end of first grade, students will identify information gained and complete tasks through listening.**

*Example indicators:*

- Follow one- and two-step oral directions.
- Attend to speakers, teachers, and classroom discussions.
- Attend to presentations and demonstrations.
- Identify a purpose for listening.
- Ask for clarification when messages don't make sense.

## Grades 2-4

### 4.1 **READING**

#### 4.1.1 **By the end of the fourth grade, students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.**

*Example indicators:*

- Use phonics and word structure to read.
- Use context clues to confirm the accuracy of their reading.

#### 4.1.2 **By the end of the fourth grade, students will demonstrate the use of multiple strategies to increase their vocabulary.**

*Example indicators:*

- Identify and use meanings associated with common prefixes, suffixes, and roots.
- Identify and use antonyms, synonyms, compounds, homophones, and homographs.
- Use a dictionary to learn and confirm word meanings.

#### 4.1.3 **By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.**

*Example indicators:*

- Identify purpose for reading, recall prior knowledge, and preview illustrations and headings to make predictions.
- Interpret information from diagrams, charts, and graphs.
- Answer literal, inferential/interpretive and critical questions.

#### 4.1.4 **By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.**

*Example indicators:*

- Use general reference materials (dictionary, thesaurus, encyclopedia, atlas, telephone book, almanac).
- Use electronic resources (CD-ROM, software programs, online resources).
- Use library resources (card or electronic catalog).
- Identify and use parts of a book (title page, table of contents, glossary, index).

#### 4.1.5 **By the end of the fourth grade, students will identify and use characteristics to classify different types of text.**

*Example indicators:*

- Distinguish among common forms of literature such as fiction, nonfiction, poetry, and drama.
- Identify characteristics of different types of fiction (folktales, fairytales, tall tales, realistic fiction, science fiction, historical fiction).
- Identify characteristics of different types of nonfiction (autobiography, biography, informational text).

**4.1.6 By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.**

*Example indicators:*

- Identify the structure (e.g. beginning, middle, end).
- Identify the elements (e.g. characters, plot, setting, problem, events, solution).
- Identify the literary techniques (e.g. simile, metaphor, onomatopoeia, alliteration, idioms, hyperbole).

**4.1.7 By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.**

*Example indicators:*

- Identify the structure of nonfiction (e.g. question/answer, cause/effect, sequence, comparison/contrast, problem/solution, description).
- Identify organizational elements of nonfiction texts (e.g. headings, subheadings, italics, bold print, captions).
- Ask how, why, and what-if questions in interpreting nonfiction text.
- Distinguish between fact and opinion.
- Follow written directions.

**4.1.8 By the end of the fourth grade, students will identify similarities and differences between two fourth grade level reading selections.**

*Example indicators:*

- Compare and contrast reading selections across geographic regions, cultures, and time periods.
- Compare and contrast reading selections to students' present-day lives.

## **4.2 WRITING**

**4.2.1 By the end of the fourth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization and spelling.**

*Example indicators*

- Identify and use correct capitalization, punctuation, spelling, and paragraph indentation.
- Identify and use nouns, verbs, and personal pronouns.

**4.2.2 By the end of the fourth grade, students will write paragraphs/reports with focus, related ideas, and supporting details.**

*Example indicators:*

- Use a variety of strategies to generate and organize ideas.
- Write several paragraphs on the same topic.
- Write compositions with a beginning, middle and end.

**4.2.3 By the end of the fourth grade, students will revise and edit narrative compositions.**

*Example indicators:*

- Revise to improve organization, content, word choice, voice, and sentence fluency.
- Edit using standard English conventions.

- Use legible cursive writing and/or a word processor when publishing written work.
- Use established criteria to evaluate their own writing.

**4.2.4 By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.**

*Example indicators:*

- Write descriptive and narrative compositions about experiences, stories, people, objects, and events.
- Write poems of varied forms.
- Write letters.

**4.2.5 By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.**

*Example indicators:*

- Generate questions in exploration of a topic.
- Record important ideas from information provided by others.
- Use summarization methods including outlining and webbing.

**4.3 SPEAKING**

**4.3.1 By the end of the fourth grade, students will participate in group discussions by asking questions and contributing information and ideas.**

*Example indicators:*

- Contribute information and ask questions relevant to the topic discussed.
- Use subject-related vocabulary in discussions.
- Provide accurate directions.
- Stay on topic or create appropriate transitions to new topics.
- Gain the floor in appropriate ways.

**4.3.2 By the end of the fourth grade, students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.**

*Example indicators:*

- Give oral presentations of prose and poetry with fluency and expression.

**4.4 LISTENING**

**4.4.1 By the end of the fourth grade, students will identify information gained and complete tasks through listening.**

*Example indicators:*

- Listen to and follow multiple-step oral directions.
- Use active listening, showing consideration of others' contributions to discussions.

## Grades 5-8

### 8.1 **READING**

#### 8.1.1 **By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.**

*Example indicators:*

- Monitor their understanding as they read.
- Interpret information from diagrams, charts, and graphs.
- Answer literal, inferential/interpretive, and critical questions.
- Evaluate information for relevance and accuracy.
- Skim to identify the main idea of a selection.
- Scan to locate specific details.

#### 8.1.2 **By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.**

*Example indicators:*

- Use general reference materials (dictionary, thesaurus, encyclopedia, atlas, telephone book, almanac).
- Use electronic resources (CD-ROM, software programs, online resources).
- Use library resources (card or electronic catalog, periodicals, and other informational text).
- Use multimedia resources (video/audio tapes).

#### 8.1.3 **By the end of the eighth grade, students will identify and classify different types of text.**

*Example indicators:*

- Read and distinguish among common forms of literature such as fiction, nonfiction, poetry, and drama.
- Identify characteristics of different types of fiction (legend, myth, fantasy, short story, novels, historical fiction).
- Identify characteristics of different types of nonfiction (autobiography, biography, informational text).
- Identify different types of poetry (narrative, haiku, free verse, ballad, limerick, rhyming, couplets).

#### 8.1.4 **By the end of the eighth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.**

*Example indicators:*

- Identify the structure (beginning, middle, end).
- Identify and analyze the elements (characters, setting, plot, conflict, and point of view).
- Identify the literary techniques (foreshadowing, simile, metaphor, personification, idioms, oxymorons, onomatopoeia, alliteration, hyperbole).
- Describe how character traits determine resolution of the conflict.
- Identify directly stated themes in literature.

**8.1.5 By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.**

*Example indicators:*

- Identify the structure of expository text (question/answer, cause/effect, sequence, comparison/contrast, problem/solution, description).
- Identify organizational elements and graphic features of nonfiction texts (headings, subheadings, italics, bold print, captions, charts, tables, cartoons, illustrations).
- Generate how, why, and what-if questions in interpreting nonfiction text.
- Follow written directions in technical reading.

**8.1.6 By the end of the eighth grade, students will identify similarities and differences across a variety of eighth grade reading selections.**

*Example indicators:*

- Compare and contrast reading selections across geographic regions, cultures, and time periods.
- Compare and contrast reading selections to students' present-day lives.
- Compare and contrast stories and biographies of historical figures important in the United States and Nebraska.

**8.1.7 By the end of the eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.**

*Example indicators:*

- Analyze how a literary work reflects the author's personal history, attitudes, and/or beliefs.
- Analyze how a work can be shown to reflect the period, ideas, customs, and outlooks of a people living in a particular time in history.
- Evaluate information for relevance and accuracy.

**8.2 WRITING**

**8.2.1 By the end of the eighth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.**

*Example indicators:*

- Identify and use correct capitalization, punctuation, spelling, and paragraph indentation.
- Identify and use all parts of speech.
- Use a variety of sentence structures.

**8.2.2 By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.**

*Example indicators:*

- Use a variety of strategies to generate and organize ideas.
- Write compositions with an introduction, body, and conclusion.
- Select a topic of appropriate breadth for the particular situation.

**8.2.3 By the end of the eighth grade, students will revise and edit descriptive compositions.**

*Example indicators:*

- Revise to improve voice, content, organization, word choice, and sentence fluency.

- Edit using standard English conventions.
- Use legible writing and/or a word processor when publishing written work.
- Use established criteria to evaluate their own writing.

**8.2.4 By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.**

*Example indicators:*

- Develop narrative, descriptive, and/or expository/technical writing for a designated audience and purpose.
- Write to describe, explain, and inform.

**8.2.5 By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.**

*Example indicators:*

- Generate questions, take notes, and summarize information gleaned from reference works and experts.
- Use and document references.

**8.3 SPEAKING**

**8.3.1 By the end of the eighth grade, students will participate in group discussions by asking questions and contributing information and ideas.**

*Example indicators:*

- Contribute knowledge and ask questions relevant to the topic discussed.
- Use subject-related vocabulary in discussions.
- Practice the rules for group discussions.
- Use discussion skills to assume leadership and participant roles.

**8.3.2 By the end of the eighth grade, students will use multiple presentation styles for specific audiences and purposes.**

*Example indicators:*

- Use appropriate gestures, vocabulary, pace, volume, eye contact, and visual aids.
- Cite resources.

**8.4 LISTENING**

**8.4.1 By the end of the eighth grade, students will identify information gained and complete tasks through listening.**

*Example indicators:*

- Listen to take notes and process information.
- Follow multi-step oral directions.
- Use listening skills in practical settings.
- Adapt listening strategies for specific purposes.

## Grades 9-12

### 12.1 READING

#### 12.1.1 **By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.**

*Example indicators:*

- Read selections to develop and answer literal, inferential/interpretive, and critical questions.
- Interpret information from graphs, charts, and diagrams, such as maps, blueprints, or schematics.
- Answer literal, inferential/interpretive and critical questions.
- Evaluate information for relevance and accuracy.
- Skim and scan for specific purposes.

#### 12.1.2 **By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.**

*Example indicators:*

- Use print reference materials (gazetteer, atlas, specialized index, handbook, manual, government document, book of quotations, college and career resources, and citation style manual).
- Use electronic resources (CD-ROM, software, online resources, and multimedia presentation tools).
- Use library resources (card/electronic catalog, bibliography, periodical, and other informational text).
- Identify and gather resources that provide relevant and reliable information.

#### 12.1.3 **By the end of the twelfth grade, students will identify and use characteristics to classify different types of text.**

*Example indicators:*

- Read and distinguish among common forms of literature such as fiction, nonfiction, poetry, and drama.
- Identify characteristics of different types of fiction (legend, myth, fantasy, short story, novels, historical fiction).
- Identify characteristics of different types of nonfiction (autobiography, biography, informational text, essay, technical, editorial, diaries, journals, news articles, memoirs).
- Identify different types of poetry (narrative, haiku, free verse, ballad, limerick, rhyming, couplets, sonnet, epic).
- Analyze and evaluate the works of Nebraska authors.

#### 12.1.4 **By the end of the twelfth grade, students will analyze literature to identify the stated or implied theme.**

*Example indicators:*

- Identify the ideas the author uses to create the theme.
- Compare works that express a universal theme.

**12.1.5 By the end of the twelfth grade, students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.**

*Example indicators:*

- Identify and analyze the elements of fiction (e.g. plot, conflict, theme, point of view, setting, tone, mood, characterization).
- Identify and analyze the techniques of fiction (irony, foreshadowing, symbolism, flashback, metaphor, personification, epiphany, oxymoron, dialect).
- Identify and analyze characteristics of literature such as satire, parody, and allegory, which overlap or cut across the lines of basic genre classifications.

**12.1.6 By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.**

*Example indicators:*

- Analyze the structure of expository text (cause/effect, sequencing, compare/contrast, fact/opinion).
- Analyze who, what, when, where, how, why, what if questions to interpret nonfiction text.
- Analyze information from charts, maps, and graphs.
- Use technical data and procedures found in service manuals, repair manuals, and operators' manuals.

**12.1.8 By the end of the twelfth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, and media.**

*Example indicators:*

- Analyze philosophical arguments presented in the piece of writing.
- Analyze the author's political ideology.
- Analyze the impact of the reader's experiences on their interpretations.

**12.2 WRITING**

**12.2.1 By the end of the twelfth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.**

*Example indicators:*

- Use correct capitalization, spelling and paragraph indentation.
- Use correct punctuation in sentences with embedded parts (appositives, restrictive and non-restrictive clauses, interruptions, explanatory notes, and examples).
- Use all parts of speech correctly.
- Use a variety of sentence structures.
- Use correct punctuation and capitalization when writing footnotes/endnotes.

**12.2.2 By the end of the twelfth grade, students will write compositions with focus, related ideas, and supporting details.**

*Example indicators:*

- Use a variety of strategies to generate and organize ideas.
- Write compositions with an introduction, body, and conclusion.
- Select a topic of appropriate breadth for the particular situation.
- Write narrative, descriptive, and/or expository compositions.

- Cite resources.
- Define plagiarism and fair use standards.

**12.2.3 By the end of the twelfth grade, students will revise and edit persuasive compositions.**

*Example indicators:*

- Revise to improve content, organization, word choice, voice, and sentence fluency.
- Edit using standard English conventions in their writing across the curriculum.
- Use legible writing and/or a word processor when publishing written work.
- Individually develop, explain, and use criteria for assessing their own compositions across the curriculum.
- Use established criteria to evaluate their own writing.

**12.2.4 By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.**

*Example indicators:*

- Develop narrative, persuasive, descriptive, technical, and/or expository writing for a designated audience and purpose.
- Write to describe, explain, persuade, inform and/or entertain.

**12.2.5 By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.**

*Example indicators:*

- Use their own questions, summaries, notes, and outlines to learn.
- Use their own summaries, notes, and outlines in writing research papers.

**12.3 SPEAKING**

**12.3.1 By the end of the twelfth grade, students will participate in student directed discussions by eliciting questions and responses.**

*Example indicators:*

- Participate in and lead group discussions.
- Evaluate and monitor self and peer participation in group discussion.

**12.3.2 By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.**

*Example indicators:*

- Deliver formal oral presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience.
- Use multimedia to deliver formal presentations.
- Prepare and deliver oral presentations based on inquiry or research.
- Cite resources.
- Follow required time limits and deadlines for preparation and delivery.