Nebraska

Language Arts Standards

Improving students' ability to learn, communicate, and collaborate through literacy education

As Approved by State Board 4/2/09

Nebraska Language Arts Standards

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Note: Throughout this document, lists following "e.g." are not exhaustive. "E.g." is used to introduce an example or list of examples to illustrate what is being discussed.

Nebraska Language Arts Standards Overview

LEARN

K- 12 Comprehensive READING Standard:
Students will learn and apply reading skills and strategies to comprehend text.
- **Knowledge of Print**
- **Phonological Awareness**
- **Word Analysis**
- **Fluency**
- **Vocabulary**
- **Comprehension**

K- 12 Comprehensive WRITING Standard:
Students will learn and apply writing skills and strategies to communicate.
- **Writing Process**
- **Writing Genres**

K- 12 Comprehensive SPEAKING/LISTENING Standard:
Students will learn and apply speaking and listening skills and strategies to communicate.
- **Speaking Skills**
- **Listening Skills**
- **Reciprocal Communication**

K- 12 Comprehensive MULTIPLE LITERACIES Standard:
Students will identify, locate, and evaluate information.
- **Multiple Literacies**

THINK

COMMUNICATE

COLLABORATE

Nebraska Language Arts Standards
Kindergarten

Reading

Kindergarten

LA 0.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 0.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.

LA 0.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)

LA 0.1.1.b Explain that the purpose of print is to carry information (e.g., environmental print, names)

LA 0.1.1.c Demonstrate voice to print match (e.g., student points to print as someone reads)

LA 0.1.1.d Demonstrate understanding that words are made up of letters

LA 0.1.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator)

LA 0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom

LA 0.1.1.g Identify punctuation (e.g., period, exclamation mark, question mark)

Reading

LA 0.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

LA 0.1.2.a Segment spoken sentences into words

LA 0.1.2.b Identify and produce oral rhymes

LA 0.1.2.c Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday)

LA 0.1.2.d Blend spoken onsets and rimes to form simple words (e.g., v-an, gr-ab)

LA 0.1.2.e Segment onsets and rimes orally (e.g., v-an, gr-ab)

LA 0.1.2.f Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)

LA 0.1.2.g Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)

Kindergarten

LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.

LA 0.1.3.a Identify upper and lower case letters

LA 0.1.3.b Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)

LA 0.1.3.c Read at least 25 basic high frequency words from a commonly used list

LA 0.1.3.d Use phonetic knowledge to write (e.g., approximated spelling)

LA 0.1.3.e Recognize known words in connected text (e.g., big book, environmental print, class list, labels)

LA 0.1.3.f Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written

Reading

Kindergarten

LA 0.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.

LA 0.1.4.a Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)

LA 0.1.4.b Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)

LA 0.1.4.c Read familiar text with others, maintaining an appropriate pace

LA 0.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)

LA 0.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 0.1.5.c Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words

LA 0.1.5.d Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)

LA 0.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)

Reading

Kindergarten

LA 0.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 0.1.6.a Explain that the author and illustrator create books

LA 0.1.6.b Identify elements of the story including setting, character, and events

LA 0.1.6.c Retell information from narrative text including characters, setting, and events

LA 0.1.6.d Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)

LA 0.1.6.e Retell main ideas from informational text

LA 0.1.6.f Identify text features in informational text (e.g., titles, bold print, illustrations)

LA 0.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)

LA 0.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures

LA 0.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text

LA 0.1.6.j Identify different purposes for reading (e.g., information, pleasure)

LA 0.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 0.1.6.l Make predictions about a text using prior knowledge, pictures, and titles

LA 0.1.6.m Respond to text verbally, in writing, or artistically

Kindergarten

Writing

Kindergarten

LA 0.2 Students will learn and apply writing skills and strategies to communicate.

LA 0.2.1 Writing Process: Students will use writing to communicate.

LA 0.2.1.a Demonstrate that writing communicates thoughts and ideas

LA 0.2.1.b Apply prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences)

LA 0.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic

LA 0.2.1.d Revise writing by adding details

LA 0.2.1.e Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)

LA 0.2.1.f Publish a legible document (e.g., handwritten)

LA 0.2.1.g Print all uppercase and lowercase letters, attending to the form of the letters

LA 0.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.

LA 0.2.2.a Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)

LA 0.2.2.b Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)

Speaking & Listening

Kindergarten

LA 0.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 0.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

LA 0.3.1.a Communicate ideas orally in daily classroom activities and routines

LA 0.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

LA 0.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)

LA 0.3.2.b Complete a task after listening for information

LA 0.3.2.c Listen and retell main ideas of information

LA 0.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.

LA 0.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)

LA 0.3.3.b Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)

LA 0.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)

Kindergarten Multiple Literacies

LA 0.4 Students will identify, locate, and evaluate information.

LA 0.4.1 Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 0.4.1.a Identify resources to find information (e.g., print, electronic)

LA 0.4.1.b Demonstrate understanding of authorship of print and online resources

LA 0.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g. rules for internet use)

LA 0.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 0.4.1.e Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled internet downloads, multimedia presentations)

Nebraska Language Arts Standards
Grade 1

Reading

Grade 1

LA 1.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.

LA 1.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)

LA 1.1.1.b Explain that the purpose of print is to carry information

LA 1.1.1.c Demonstrate voice to print match (e.g., student points to words while reads)

LA 1.1.1.d Demonstrate understanding that words are made up of letters

LA 1.1.1.e Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents)

LA 1.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom

LA 1.1.1.g Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)

LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

LA 1.1.2.a Segment spoken sentences into words

LA 1.1.2.b Identify and produce oral rhymes

LA 1.1.2.c Blend and segment syllable sounds in spoken words

LA 1.1.2.d Blend and segment onset and rime orally (e.g., v-an, gr-ab)

LA 1.1.2.e Manipulate phonemes orally (e.g., blend, segment)

LA 1.1.2.f Manipulate phonemes to create new words, pseudo or real (e.g., “What is hand without the /h/?” –and; “The word is cat. Change the /t/ to /n/. What’s the new word?” –can)

Reading

Grade 1

LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.

LA 1.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter consonants, consonant blends, long and short vowels, digraphs)

LA 1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)

LA 1.1.3.c Read at least 100 high-frequency words from a commonly used list

LA 1.1.3.d Spell single syllable phonetically regular words

LA 1.1.3.e Blend sounds to read words

LA 1.1.3.f Read words in connected text

LA 1.1.3.g Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream)

LA 1.1.3.h Monitor the accuracy of decoding

LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.

LA 1.1.4.a Read in meaningful phrases that sound like natural language to support comprehension

LA 1.1.4.b Use a core of high-frequency words and phrases

LA 1.1.4.c Use repeating language patterns when reading

LA 1.1.4.d Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)

LA 1.1.4.e Read along with others and independently practice keeping an appropriate pace for a text

LA 1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)

LA 1.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 1.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words

LA 1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)

LA 1.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer (s), teacher)

LA 1.1.5.f Locate words in reference materials (e.g., alphabetical order)

LA 1.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 1.1.6.a Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)

LA 1.1.6.b Identify elements of narrative text (e.g., characters, setting, events)

LA 1.1.6.c Retell information from narrative text including characters, setting, and events

LA 1.1.6.d Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)

LA 1.1.6.e Retell main ideas from informational text

LA 1.1.6.f Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)

LA 1.1.6.g Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)

LA 1.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)

Grade 1 Reading

LA 1.1.6.i Make connections between characters or events in narrative and informational text, to own life or other cultures

LA 1.1.6.j Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text

LA 1.1.6.k Identify and explain purpose for reading (e.g., information, pleasure)

LA 1.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 1.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning

LA 1.1.6.n Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)

LA 1.1.6.o Respond to text verbally, in writing, or artistically

LA 1.2 Students will learn and apply writing skills and strategies to communicate.

Grade 1 Writing

LA 1.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 1.2.1.a Demonstrate that writing communicates thoughts and ideas

LA 1.2.1.b Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools)

LA 1.2.1.c Generate a draft by:

-Selecting and organizing ideas relevant to topic, purpose, and genre

-Composing complete sentences of varying length and complexity (e.g., dictation, labeling, simple sentences)

LA 1.2.1.d Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 1.2.1.e Provide feedback to other writers

LA 1.2.1.f Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark.

LA 1.2.1.g Publish a legible document (e.g., handwritten)

LA 1.2.1.h Write with appropriate spaces between letters, words, and sentences.

Grade 1

LA 1.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 1.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)

LA 1.2.2.b Write to known audience or specific reader (e.g., letter to familiar person)

LA 1.2.2.c Write books and short pieces of writing that tell a story and/or provide information to readers about a topic

LA 1.2.2.d Write stories with a beginning, middle, and end

LA 1.2.2.e Compare models and examples (own and others) of various genres create similar pieces

Speaking & Listening

Grade 1

LA 1.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

LA 1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)

LA 1.3.1.b Communicate orally in daily classroom activities and routines

LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

LA 1.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)

LA 1.3.2.b Use information in order to complete a task (e.g., following one/two step directions, responding to questions)

LA 1.3.2.c Listen and retell specific details of information

LA 1.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated

LA 1.3.3 Reciprocal Communication: Students will develop reciprocal communication skills.

LA 1.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)

LA 1.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)

LA 1.3.3.c Participate in learning situations (e.g. small groups, show and share, cooperative problem solving, play)

Multiple Literacies

Grade 1

LA 1.4Students will identify, locate, and evaluate information.

LA 1.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 1.4.1.a Identify resources to find information (e.g., print, electronic)

LA 1.4.1.b Demonstrate understanding of authorship of print and online resources

LA 1.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online)

LA 1.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 1.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

Nebraska Language Arts Standards
Grade 2

Reading

Grade 2

LA 2.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 2.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 2.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 2.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.

LA 2.1.3.a Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs)

LA 2.1.3.b Read, write, and spell sight words

LA 2.1.3.c Blend sounds to form words

LA 2.1.3.d Read words in connected text

LA 2.1.3.e Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)

LA 2.1.3.f Monitor the accuracy of decoding

LA 2.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.

LA 2.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 2.1.4.b Read high-frequency words and phrases accurately and automatically

LA 2.1.4.c Vary voice intonation (e.g., volume, tone) to reflect meaning of text

LA 2.1.4.d Use appropriate pace while reading to gain and enhance the meaning of text

Reading

Grade 2

LA 2.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 2.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)

LA 2.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 2.1.5.c Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words

LA 2.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)

LA 2.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)

LA 2.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)

Reading

Grade 2

Reading

LA 2.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension

LA 2.1.6.b Identify elements of narrative text (e.g., characters, setting, plot)

LA 2.1.6.c Retell information from narrative text including characters, setting, and plot

LA 2.1.6.d Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)

LA 2.1.6.e Retell and summarize the main idea from informational text

LA 2.1.6.f Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)

LA 2.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)

LA 2.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books)

LA 2.1.6.i Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures

LA 2.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text

LA 2.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)

LA 2.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 2.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning

LA 2.1.6.n Make and confirm/modify predictions before, during, and after reading(e.g., illustrations, personal experience, events, character traits)

LA 2.1.6.o Respond to text verbally, in writing, or artistically

Writing

Grade 2

LA 2.2 Students will learn and apply writing skills and strategies to communicate.

LA 2.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)

LA 2.2.1.b Generate a draft by:

-Selecting and organizing ideas relevant to topic, purpose, and genre

-Composing complete sentences of varying length, and complexity, and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory)

Writing

Grade 2

-Developing a coherent beginning and end

LA 2.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 2.2.1.d Provide oral feedback to other writers; utilize others' feedback to improve own writing

LA 2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)

LA 2.2.1.f Publish a legible document (e.g., handwritten or electronic)

LA 2.2.1.g Print legibly (e.g., letter formation, letter size, spacing, alignment)

LA 2.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 2.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)

LA 2.2.2.b Write to known audience or specific reader (e.g. letter to familiar person)

LA 2.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)

LA 2.2.2.d Use an organizational structure that includes a central idea or focus

LA 2.2.2.e Compare models and examples (own and others) of various genres to create a similar piece

Speaking & Listening

Grade 2

LA 2.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 2.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

LA 2.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)

LA 2.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 2.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

LA 2.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation)

LA 2.3.2.b Use information in order to complete a task (e.g., follow multi-step directions, responding to questions)

LA 2.3.2.c Listen and retell specific details of information heard

LA 2.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated

LA 2.3.3 Reciprocal Communication: Students will develop reciprocal communication skills.

LA 2.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)

LA 2.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)

LA 2.3.3.c Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)

Multiple Literacies

Grade 2

LA 2.4 Students will identify, locate, and evaluate information.

LA 2.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 2.4.1.a Use resources to answer guiding questions (e.g., print, electronic)

LA 2.4.1.b Discuss ethical and legal use of information

LA 2.4.1.c Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)

LA 2.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 2.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 2.4.1.f Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards
Grade 3

Reading

Grade 3

LA 3.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 3.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 3.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 3.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 3.1.3.a Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell

LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)

LA 3.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.

LA 3.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 3.1.4.b Read words and phrases accurately and automatically

LA 3.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text

LA 3.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing

Reading

Grade 3

LA 3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)

LA 3.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words

LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)

LA 3.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)

LA 3.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)

Reading

Grade 3

LA 3.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 3.1.6.a Identify author's purpose(s) (e.g. explain, entertain, inform, persuade) to support text comprehension

LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)

LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details

LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)

LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details

LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)

LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)

LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)

LA 3.1.6.i Use narrative or informational text to develop a multi-cultural perspective

LA 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text

LA 3.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)

LA 3.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct

LA 3.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)

LA 3.1.6.o Use examples and details in a text to make inferences about a story or situation

LA 3.1.6.p Respond to text verbally, in writing, or artistically

Writing

Grade 3

LA 3.2 Students will learn and apply writing skills and strategies to communicate.

LA 3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 3.2.1.a Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)

LA 3.2.1.b Generate a draft by:

-Selecting and organizing ideas relevant to topic, purpose, and genre

Writing

Grade 3

-Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory)

-Developing paragraphs with topic sentences and supporting facts and details

LA 3.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 3.2.1.d Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing

LA 3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 3.2.1.f Publish a legible document (e.g., handwritten or electronic)

LA 3.2.1.g Write legibly in cursive

LA 3.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 3.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 3.2.2.b Write considering audience and what the reader needs to know

LA 3.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)

LA 3.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order)

LA 3.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

Speaking & Listening

Grade 3

LA 3.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 3.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 3.3.1.a Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)

LA 3.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 3.3.1.c Utilize available media to enhance communication (e.g., poster, overhead)

LA 3.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

LA 3.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)

LA 3.3.2.b Use information in order to complete a task

LA 3.3.2.c Listen, ask questions to clarify, and take notes to ensure accuracy of information

LA 3.3.2.d Listen to and summarize thoughts, ideas, and information being communicated

LA 3.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.

LA 3.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)

LA 3.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)

LA 3.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

Multiple Literacies

Grade 3

LA 3.4 Students will identify, locate, and evaluate information.

LA 3.4.1 Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 3.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, electronic)

LA 3.4.1.b Discuss ethical and legal use of information

LA 3.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)

LA 3.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 3.4.1.e Identify bias and commercialism (e.g., product placement, advertising)

LA 3.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 3.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards
Grade 4

Reading

Grade 4

LA 4.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 4.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 4.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 4.1.3.a Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell

LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)

LA 4.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 4.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 4.1.4.b Read words and phrases accurately and automatically

LA 4.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text

LA 4.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

Reading

Grade 4

LA 4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)

LA 4.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words

LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)

LA 4.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

Reading

Grade 4

LA 4.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 4.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text

LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)

LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details

LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)

LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details

LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)

LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)

LA 4.1.6.i Use narrative or informational text to develop a multi-cultural perspective

LA 4.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text

LA 4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)

LA 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct

LA 4.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)

LA 4.1.6.o Use examples and details in a text to make inferences about a story or situation

LA 4.1.6.p Respond to text verbally, in writing, or artistically

Writing

Grade 4

LA 4.2 Students will learn and apply writing skills and strategies to communicate.

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 standard conventions appropriate for grade level.

LA 4.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia)

LA 4.2.1.b Generate a draft by:

Writing

Grade 4

-Selecting and organizing ideas relevant to topic, purpose, and genre

-Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)

-Developing introductory and concluding paragraphs

LA 4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 4.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 4.2.1.f Publish a legible document (e.g., handwritten or electronic)

LA 4.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 4.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 4.2.2.b Write considering audience and what the reader needs to know; select words and format with audience in mind

LA 4.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)

LA 4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)

LA 4.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

Speaking & Listening

Grade 4

LA 4.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 4.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 4.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting

LA 4.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 4.3.1.c Utilize available media to enhance communication(e.g., presentation software, poster)

LA 4.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

LA 4.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)

LA 4.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information

LA 4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated

LA 4.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.

LA 4.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)

LA 4.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)

LA 4.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

Multiple Literacies

Grade 4

LA 4.4 Students will identify, locate, and evaluate information.

LA 4.4.1 Multiple Literacies: Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 4.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources)

LA 4.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)

LA 4.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)

LA 4.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 4.4.1.e Identify bias and commercialism (e.g., product placement, advertising)

LA 4.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 4.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards
Grade 5

Reading

Grade 5

LA 5.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 5.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 5.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 5.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 5.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)

LA 5.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 5.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 5.1.4.b Read words and phrases accurately and automatically

LA 5.1.4.c Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)

LA 5.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

Reading

Grade 5

LA 5.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)

LA 5.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 5.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures

LA 5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)

LA 5.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

LA 5.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 5.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text

Grade 5 Reading

LA 5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)

LA 5.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details

LA 5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)

LA 5.1.6.e Summarize and analyze the main idea from informational text using supporting details

LA 5.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

LA 5.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)

LA 5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)

LA 5.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres

LA 5.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective

LA 5.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources

LA 5.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)

LA 5.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 5.1.6.n Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct

LA 5.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text

LA 5.1.6.p Respond to text verbally, in writing, or artistically

Writing Grade 5

LA 5.2 Students will learn and apply writing skills and strategies to communicate.

LA 5.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 5.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)

LA 5.2.1.b Generate a draft by:

-Selecting and organizing ideas relevant to topic, purpose, and genre

Writing

Grade 5

-Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)

-Developing details and transitional phrases that link one paragraph to another

LA 5.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 5.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 5.2.1.f Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)

LA 5.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 5.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 5.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization)

LA 5.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)

LA 5.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)

LA 5.2.2.e Analyze models and examples (own and others') of various genres to create a similar piece

Speaking & Listening

Grade 5

LA 5.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 5.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 5.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 5.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 5.3.1.c Utilize available media to enhance communication (e.g., projection system, presentation software)

LA 5.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

LA 5.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 5.3.2.b Listen and ask questions to clarify, and take notes to ensure accuracy of information

LA 5.3.2.c Listen to, summarize and interpret message and purpose of information being communicated

LA 5.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.

LA 5.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)

LA 5.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)

LA 5.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

Multiple Literacies

Grade 5

LA 5.4 Students will identify, locate, and evaluate information.

LA 5.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

LA 5.4.1.a Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)

LA 5.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)

LA 5.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)

LA 5.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 5.4.1.e Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image)

LA 5.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 5.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards
Grade 6

Reading

Grade 6

LA 6.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 6.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 6.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 6.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 6.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently used in English, bases, affixes)

LA 6.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 6.1.4.a Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)

LA 6.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 6.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 6.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures

LA 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)

LA 6.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus glossary)

LA 6.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 6.1.6.a Explain how author's purpose and perspective affect the meaning and reliability of the text

LA 6.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)

Grade 6 Reading

LA 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme

LA 6.1.6.d Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)

LA 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details

LA 6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

LA 6.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)

LA 6.1.6.h Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)

LA 6.1.6.i Describe the social, historical, cultural, and biographical influences in a variety of genres

LA 6.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective

LA 6.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources

LA 6.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)

LA 6.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 6.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 6.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text

LA 6.1.6.p Respond to text verbally, in writing, or artistically

Grade 6 Writing

LA 6.2 Students will learn and apply writing skills and strategies to communicate.

LA 6.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 6.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions

LA 6.2.1.b Generate a draft by:

-Selecting and organizing ideas relevant to topic, purpose, and genre

-Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity

-Concluding with detailed summary linked to the purpose of the composition

Writing

Grade 6

LA 6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 6.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 6.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

LA 6.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 6.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience)

LA 6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)

LA 6.2.2.d Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)

LA 6.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece

Speaking & Listening

Grade 6

LA 6.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 6.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 6.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 6.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 6.3.1.c Utilize available media to enhance communication

LA 6.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 6.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 6.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information

LA 6.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated

LA 6.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 6.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)

LA 6.3.3.b Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)

LA 6.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

Multiple Literacies

Grade 6

LA 6.4 Students will identify, locate, and evaluate information.

LA 6.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

LA 6.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)

LA 6.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)

LA 6.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 6.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 6.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 6.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 6.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards
Grade 7

Reading

Grade 7

LA 7.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 7.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 7.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 7.1.3 Word Analysis: Concept mastered at a previous grade level

LA 7.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 7.1.4.a Apply elements of prosodic reading to a group of related texts and explore their potential for performance

LA 7.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 7.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 7.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 7.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.

LA 7.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words

LA 7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)

LA 7.1.5.e Determine meaning using print and digital reference materials

LA 7.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, and perspective

LA 7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme

LA 7.1.6.c Analyze author’s use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)

Reading

Grade 7

LA 7.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details

LA 7.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)

LA 7.1.6.f Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)

LA 7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)

LA 7.1.6.h Explain the social, historical, cultural, and biographical influences in a variety of genres

LA 7.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective

LA 7.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers

LA 7.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)

LA 7.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading

LA 7.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 7.1.6.n Use examples and details to make inferences or logical predictions while previewing and reading text

LA 7.1.6.o Respond to text verbally, in writing, or artistically

Writing

Grade 7

LA 7.2 Students will learn and apply writing skills and strategies to communicate.

LA 7.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 7.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions

LA 7.2.1.b Generate a draft by:

-Selecting and organizing ideas relevant to topic, purpose, and genre

-Composing paragraphs with sentences of varying length and complexity avoiding fragments and run-ons

-Using effective transitional words and cues to unify important ideas

LA 7.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 7.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

Writing

Grade 7

LA 7.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 7.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

LA 7.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 7.2.2.a Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct)

LA 7.2.2.b Write in a variety of genres, considering audience (e.g., a known or unknown individual, a business, organization, or cyber audience)

LA 7.2.2.c Write considering typical characteristics of the selected genre (e.g., letter to the editor, report, email, class notes, essay, research paper, play)

LA 7.2.2.d Select and apply an organizational structure appropriate to the task (e.g., order of importance, similarity and difference, posing and answering a question)

LA 7.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece

Speaking & Listening

Grade 7

LA 7.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 7.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 7.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 7.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 7.3.1.c Utilize available media to enhance communication

LA 7.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 7.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 7.3.2.b Listen and ask probing questions to elicit information

LA 7.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated

LA 7.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 7.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)

LA 7.3.3.b Apply conversation strategies (e.g., listen while others are talking, eye contact, tone, stay on topic, non-verbal cues)

LA 7.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

Multiple Literacies

Grade 7

LA 7.4 Students will identify, locate, and evaluate information.

LA 7.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

LA 7.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)

LA 7.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)

LA 7.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 7.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 7.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 7.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 7.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards
Grade 8

Reading

Grade 8

LA 8.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 8.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 8.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 8.1.3 Word Analysis: Concept mastered at a previous grade level

LA 8.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 8.1.4.a Incorporate elements of prosodic reading to communicate text

LA 8.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 8.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, reader's theatre performances)

LA 8.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 8.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 8.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.

LA 8.1.5.c Select a context clue strategy to determine meaning of unknown word appropriate to text (e.g., restatement, example, gloss, annotation, sidebar)

LA 8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)

LA 8.1.5.e Determine meaning using print and digital reference materials

LA 8.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 8.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources

LA 8.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)

LA 8.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)

LA 8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details

Reading

Grade 8

LA 8.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)

LA 8.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)

LA 8.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres

LA 8.1.6.h Analyze a variety of genres for the social, historical, cultural, and biographical influences

LA 8.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective

LA 8.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers

LA 8.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)

LA 8.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading

LA 8.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 8.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text

LA 8.1.6.o Respond to text verbally, in writing, or artistically

Writing

Grade 8

LA 8.2 Students will learn and apply writing skills and strategies to communicate.

LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 8.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information

LA 8.2.1.b Generate a draft by:

-Defining and stating a thesis

-Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience

-Identifying and using parallelism to present items in a series and items juxtaposed for emphasis

LA 8.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 8.2.1.d Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing

Writing

Grade 8

LA 8.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 8.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)

LA 8.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 8.2.2.a Write in a variety of genres, considering purpose and audience

LA 8.2.2.b Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog)

LA 8.2.2.c Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)

LA 8.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece

Speaking & Listening

Grade 8

LA 8.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 8.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

LA 8.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 8.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 8.3.1.c Utilize available media to enhance communication

LA 8.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 8.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 8.3.2.b Listen and ask questions concerning the speaker's content, delivery and purpose.

LA 8.3.2.c Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated

LA 8.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 8.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)

LA 8.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 8.3.3.c Respect diverse perspectives while collaborating and participating as a member of the community

Multiple Literacies

Grade 8

LA 8.4 Students will identify, locate, and evaluate information.

LA 8.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

LA 8.4.1.a Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources)

LA 8.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)

LA 8.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 8.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 8.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 8.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 8.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards
Grade 12

Reading

Grade 12

LA 12.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 12.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 12.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 12.1.3 Word Analysis: Concept mastered at a previous grade level

LA 12.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 12.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations

LA 12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 12.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)

Reading

LA 12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 12.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.

LA 12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text

LA 12.1.5.d Use semantic relationships to evaluate, defend, and make judgments

LA 12.1.5.e Determine meaning using print and digital reference materials

Grade 12

LA 12.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose perspective, and information from additional sources

LA 12.1.6.b Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)

LA 12.1.6.c Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)

LA 12.1.6.d Summarize, analyze, synthesize, and evaluate informational text

Reading

Grade 12

Reading

LA 12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)

LA 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)

LA 12.1.6.g Analyze and evaluate make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding

LA 12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres

LA 12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective

LA 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers

LA 12.1.6.k Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)

LA 12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading

LA 12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text

LA 12.1.6.o Respond to text verbally, in writing, or artistically

Writing

Grade 12

LA 12.2 Students will learn and apply writing skills and strategies to communicate.

LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 12.2.1.a Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information

LA 12.2.1.b Generate a draft by:

-Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject

-Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience

-Applying standard rules of sentence formation, including parallel structure and subordination

LA 12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

Writing

LA 12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 12.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)

LA 12.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

Grade 12

LA 12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology

LA 12.2.2.b Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay)

LA 12.2.2.c Select and apply an organizational structure appropriate to the task

LA 12.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece

LA 12.3 Students will learn and apply speaking and listening skills and strategies to communicate.

Speaking & Listening

LA 12.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

LA 12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 12.3.1.c Utilize available media to enhance communication

LA 12.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

Grade 12

LA 12.3.2.a Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations

LA 12.3.2.c Listen to and evaluate the clarity, quality and effectiveness of important points, arguments, and evidence being communicated

LA 12.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 12.3.3.a Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words)

Multiple Literacies

Grade 12

LA 12.4 Students will identify, locate, and evaluate information.

LA 12.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

LA 12.4.1.a Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources)

LA 12.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)

LA 12.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share on-line, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 12.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 12.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 12.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog)