

Grade Levels 5-8, 12
Nebraska Language Arts Standards

As approved by State Board 4/2/09



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**K- 12 Comprehensive READING Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concepts	Grade Level Standards				
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
Knowledge of Print	<i>Concept mastered at a previous grade level</i>				
Phonological Awareness					
Word Analysis	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	<i>Concept mastered at a previous grade level</i>		
Fluency	Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.			
Vocabulary	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.
Comprehension	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

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**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Knowledge of Print	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
Curricular Indicators	<div data-bbox="638 670 1732 841" style="border: 1px solid black; padding: 10px; display: inline-block;"> <p><i>Concept mastered at a previous grade level</i></p> </div>				

**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Phonological Awareness	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
Curricular Indicators	<div data-bbox="611 599 1707 769" style="border: 1px solid black; padding: 10px; margin: 0 auto; width: fit-content;"> <p><i>Concept mastered at a previous grade level</i></p> </div>				

**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Word Analysis	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade-level text.	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	Students will use structural analysis to read, write, and spell grade level text.	Students will use structural analysis to read, write, and spell grade level text.
Curricular Indicators	LA 5.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)	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)	<i>Concept mastered at a previous grade level</i>		

**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
Fluency	Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.	Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.	Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.	Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.	Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.
Curricular Indicators	<p>LA 5.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension</p> <p>LA 5.1.4.b Read words and phrases accurately and automatically</p> <p>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)</p> <p>LA 5.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style</p>	<p>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)</p> <p>LA 6.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style</p>	<p>LA 7.1.4.a Apply elements of prosodic reading to a group of related texts and explore their potential for performance</p> <p>LA 7.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style</p>	<p>LA 8.1.4.a Incorporate elements of prosodic reading to communicate text</p> <p>LA 8.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style</p>	<p>LA 12.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations</p> <p>LA 12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style</p>

				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 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)
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**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Vocabulary	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade-level vocabulary.	Students will build literary, general academic, and content specific grade-level vocabulary.	Students will build literary, general academic, and content specific grade-level vocabulary.	Students will build literary, general academic, and content specific grade-level vocabulary.
Curricular Indicators	<p>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)</p> <p>LA 5.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations</p> <p>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</p>	<p>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</p> <p>LA 6.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations.</p> <p>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</p>	<p>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</p> <p>LA 7.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations.</p> <p>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</p>	<p>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</p> <p>LA 8.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.</p> <p>LA 8.1.5.c Select a context clue strategy to determine meaning of unknown words appropriate to text (e.g., restatement, example, gloss, annotation, sidebar)</p>	<p>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</p> <p>LA 12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.</p> <p>LA 12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text</p>

		structures	determine meaning of unknown words		
	LA 5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)	LA 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)	LA 7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)	LA 8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)	LA 12.1.5.d Use semantic relationships to evaluate, defend, and make judgments
	LA 5.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)	LA 6.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)	LA 7.1.5.e Determine meaning using print and digital reference materials	LA 8.1.5.e Determine meaning using print and digital reference materials	LA 12.1.5.e Determine meaning using print and digital reference materials

**K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Comprehension	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
Curricular Indicators Author's Purpose	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	LA 6.1.6.a Explain how author's purpose and perspective affect the meaning and reliability of the text	LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, and perspective	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 12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources
Narrative Text Plot includes sequence of events and conflict/resolution	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 6.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme) LA 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme	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 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 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 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 6.1.6.d Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	LA 7.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)	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 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)
Informational Text	LA 5.1.6.e Summarize and analyze the main idea from informational text using supporting details	LA 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details	LA 7.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details	LA 8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details	LA 12.1.6.d Summarize, analyze, synthesize, and evaluate informational text
	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 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 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 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 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 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 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 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 8.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)	LA 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)

<p>Multi-Genre</p>	<p>LA 5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)</p> <p>LA 5.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres</p> <p>LA 5.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective</p>	<p>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)</p> <p>LA 6.1.6.i Describe the social, historical, cultural, and biographical influences in a variety of genres</p> <p>LA 6.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective</p>	<p>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)</p> <p>LA 7.1.6.h Explain the social, historical, cultural, and biographical influences in a variety of genres</p> <p>LA 7.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective</p>	<p>LA 8.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres</p> <p>LA 8.1.6.h Analyze a variety of genres for the social, historical, cultural, and biographical influences</p> <p>LA 8.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective</p>	<p>LA 12.1.6.g Analyze, evaluate, and make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding</p> <p>LA 12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres</p> <p>LA 12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective</p>
<p>Questions/ Answers</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>LA 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions by analyzing, synthesizing, and evaluating prior knowledge, information from the text, and additional sources to support answers</p>
<p>Purpose</p>	<p>LA 5.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)</p>	<p>LA 6.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)</p>	<p>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)</p>	<p>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)</p>	<p>LA 12.1.6.k Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoyment, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)</p>

<p>Connections/ Predictions</p>	<p>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</p> <p>LA 5.1.6.n Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct</p> <p>LA 5.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text</p>	<p>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</p> <p>LA 6.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct</p> <p>LA 6.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text</p>	<p>LA 7.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading</p> <p>LA 7.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct</p> <p>LA 7.1.6.n Use examples and details to make inferences or logical predictions while previewing and reading text</p>	<p>LA 8.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading</p> <p>LA 8.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct</p> <p>LA 8.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text</p>	<p>LA 12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading</p> <p>LA 12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct</p> <p>LA 12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text</p>
<p>Response</p>	<p>LA 5.1.6.p Respond to text verbally, in writing, or artistically</p>	<p>LA 6.1.6.p Respond to text verbally, in writing, or artistically</p>	<p>LA 7.1.6.o Respond to text verbally, in writing, or artistically</p>	<p>LA 8.1.6.o Respond to text verbally, in writing, or artistically</p>	<p>LA 12.1.6.o Respond to text verbally, in writing, or artistically</p>

LEARN

K-12 Comprehensive WRITING Standard:

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

Concepts	Grade Level Standards				
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
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.	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.	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.	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.	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.
Writing Genres	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.

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

Concept	Grade Level Standards				
Writing Process	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
	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.	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.	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.	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.	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.
Curricular Indicators	<p>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)</p> <p>LA 5.2.1.b Generate a draft by:</p> <ul style="list-style-type: none"> • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with simple and compound sentences of varying 	<p>LA 6.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions</p> <p>LA 6.2.1.b Generate a draft by:</p> <ul style="list-style-type: none"> • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with simple, compound, and complex sentences, avoiding 	<p>LA 7.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions</p> <p>LA 7.2.1.b Generate a draft by:</p> <ul style="list-style-type: none"> • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with sentences of varying length and complexity avoiding 	<p>LA 8.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information</p> <p>LA 8.2.1.b Generate a draft by:</p> <ul style="list-style-type: none"> • Defining and stating a thesis • Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate 	<p>LA 12.2.1.a Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information</p> <p>LA 12.2.1.b Generate a draft by:</p> <ul style="list-style-type: none"> • Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject • Structuring ideas and arguments in an

	<p>length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)</p> <ul style="list-style-type: none"> • Developing details and transitional phrases that link one paragraph to another 	<p>fragments and run-ons of varying length and complexity</p> <ul style="list-style-type: none"> • Concluding with detailed summary linked to the purpose of the composition 	<p>fragments and run-ons</p> <ul style="list-style-type: none"> • Using effective transitional words and cues to unify important ideas 	<p>to the purpose and intended audience</p> <ul style="list-style-type: none"> • Identifying and using parallelism to present items in a series and items juxtaposed for emphasis 	<p>effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience</p> <ul style="list-style-type: none"> • Applying standard rules of sentence formation, including parallel structure and subordination
	<p>LA 5.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p>	<p>LA 6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p>	<p>LA 7.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p>	<p>LA 8.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p>	<p>LA 12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p>
	<p>LA 5.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing</p>	<p>LA 6.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing</p>	<p>LA 7.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others feedback to improve own writing</p>	<p>LA 8.2.1.d Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing</p>	<p>LA 12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others feedback to improve own writing</p>
	<p>LA 5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p>	<p>LA 6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p>	<p>LA 7.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p>	<p>LA 8.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p>	<p>LA 12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)</p>
	<p>LA 5.2.1.f Publish a legible document (e.g., report, digital story) applying formatting techniques (e.g., indenting paragraphs,</p>	<p>LA 6.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid</p>	<p>LA 7.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid</p>	<p>LA 8.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document</p>	<p>LA 12.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document</p>

	titles)	comprehension (e.g., differing fonts, title page, highlighting, spacing)	comprehension (e.g., differing fonts, title page, highlighting, spacing)	(e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)	(e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)
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**K-12 Comprehensive Writing Standard:
Students will learn and apply writing skills and strategies to communicate.**

Concept	Grade Level Standards				
Writing Genres	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
<p>Curricular Indicators</p> <p>Examples of Genres: Essay, story, list, poem, instructions, letter, memo, class notes, memoir, biography, summary, response to literature, research paper, interview, web page, play, book/film review, song, journal, job application, resume, news article, email, poster, post-it note, brochure, report consistent with professional standards</p>	<p>Students will write for a variety of purposes and audiences in multiple genres.</p> <p>LA 5.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)</p> <p>LA 5.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization)</p> <p>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)</p>	<p>Students will write for a variety of purposes and audiences in multiple genres.</p> <p>LA 6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)</p> <p>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)</p> <p>LA 6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)</p>	<p>Students will write for a variety of purposes and audiences in multiple genres.</p> <p>LA 7.2.2.a Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct)</p> <p>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)</p> <p>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)</p>	<p>Students will write for a variety of purposes and audiences in multiple genres.</p> <p>LA 8.2.2.a Write in a variety of genres, considering purpose and audience</p> <p>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)</p>	<p>Students will write for a variety of purposes and audiences in multiple genres.</p> <p>LA 12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology</p> <p>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)</p>

	<p>LA 5.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)</p> <p>LA 5.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece</p>	<p>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)</p> <p>LA 6.2.2.e Analyze models and examples (own and others) of various genres in order to create a similar piece</p>	<p>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)</p> <p>LA 7.2.2.e Analyze models and examples (own and others) of various genres in order to create a similar piece</p>	<p>LA 8.2.2.c Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)</p> <p>LA 8.2.2.d Analyze models and examples (own and others) of various genres in order to create a similar piece</p>	<p>LA 12.2.2.c Select and apply an organizational structure appropriate to the task</p> <p>LA 12.2.2.d Analyze models and examples (own and others) of various genres in order to create a similar piece</p>
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LEARN

K-12 Comprehensive SPEAKING/LISTENING Standard:

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

Concepts	Grade Level Standards				
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
Speaking Skills	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
Listening Skills	Students will develop and apply active listening skills across a variety of situations.	Students will develop, apply, and refine active listening skills across a variety of situations.	Students will develop, apply, and refine active listening skills across a variety of situations.	Students will develop, apply, and refine active listening skills across a variety of situations.	Students will develop, apply, and refine active listening skills across a variety of situations.
Reciprocal Communication	Students will develop and apply reciprocal communication skills.	Students will develop, apply, and adapt reciprocal communication skills.	Students will develop, apply, and adapt reciprocal communication skills.	Students will develop, apply, and adapt reciprocal communication skills.	Students will develop, apply, and adapt reciprocal communication skills.

THINK

COMMUNICATE

COLLABORATE

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

Concept	Grade Level Standards				
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
Speaking Skills	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
Curricular Indicators	<p>LA 5.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting</p> <p>LA 5.3.1.b Demonstrate speaking techniques for a variety of purposes and situations</p> <p>LA 5.3.1.c Utilize available media to enhance communication (e.g., projection system, presentation software)</p>	<p>LA 6.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting</p> <p>LA 6.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations</p> <p>LA 6.3.1.c Utilize available media to enhance communication</p>	<p>LA 7.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting</p> <p>LA 7.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations</p> <p>LA 7.3.1.c Utilize available media to enhance communication</p>	<p>LA 8.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting</p> <p>LA 8.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations</p> <p>LA 8.3.1.c Utilize available media to enhance communication</p>	<p>LA 12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting</p> <p>LA 12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations</p> <p>LA 12.3.1.c Utilize available media to enhance communication</p>

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

Concept	Grade Level Standards				
Listening Skills	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
	Students will develop and apply active listening skills across a variety of situations.	Students will develop, apply, and refine active listening skills across a variety of situations.	Students will develop, apply, and refine active listening skills across a variety of situations.	Students will develop, apply, and refine active listening skills across a variety of situations.	Students will develop, apply, and refine active listening skills across a variety of situations.
Curricular Indicators	<p>LA 5.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)</p> <p>LA 5.3.2.b Listen and ask questions to clarify, and take notes to ensure accuracy of information</p> <p>LA 5.3.2.c Listen to, summarize, and interpret message and purpose of information being communicated</p>	<p>LA 6.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)</p> <p>LA 6.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information</p> <p>LA 6.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated</p>	<p>LA 7.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)</p> <p>LA 7.3.2.b Listen and ask probing questions to elicit information</p> <p>LA 7.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated</p>	<p>LA 8.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)</p> <p>LA 8.3.2.b Listen and ask questions concerning the speaker's content, delivery, and purpose.</p> <p>LA 8.3.2.c Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated</p>	<p>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)</p> <p>LA 12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations</p> <p>LA 12.3.2.c Listen to and evaluate the clarity, quality, and effectiveness of important points, arguments, and evidence being communicated</p>

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

Concept	Grade Level Standards				
Reciprocal Communication	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
	Students will develop and apply reciprocal communication skills.	Students will develop, apply, and adapt reciprocal communication skills.	Students will develop, apply, and adapt reciprocal communication skills.	Students will develop, apply, and adapt reciprocal communication skills.	Students will develop, apply, and adapt reciprocal communication skills.
Curricular Indicators	<p>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)</p> <p>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)</p> <p>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</p>	<p>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)</p> <p>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)</p> <p>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</p>	<p>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)</p> <p>LA 7.3.3.b Apply conversation strategies (e.g., listen while others are talking, eye contact, tone, stay on topic, non-verbal cues)</p> <p>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</p>	<p>LA 8.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)</p> <p>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</p> <p>LA 8.3.3.c Respect diverse perspectives while collaborating and participating as a</p>	<p>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</p> <p>LA 12.3.3.b Solicit and respect diverse perspectives while searching for</p>

				member of the community	information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words)
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**K- 12 Comprehensive MULTIPLE LITERACIES Standard:
Students will identify, locate, and evaluate information.**

THINK

COMMUNICATE

Concepts	Grade Level Standards				
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
Multiple Literacies	Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

COLLABORATE

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

Concept	Grade Level Standards				
Multiple Literacies	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
	<p>Curricular Indicators</p> <p>Multiple Literacies include:</p> <ul style="list-style-type: none"> *Core Subject Areas *Learning and Innovation Skills *Information, Media, and Technology Skills *Life and Career Skills <p>http://www.21stcenturyskills.org</p>	<p>Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p>LA 5.4.1.a Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)</p> <p>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)</p> <p>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)</p>	<p>Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p>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)</p> <p>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)</p> <p>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)</p>	<p>Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p>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)</p> <p>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)</p> <p>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)</p>	<p>Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p>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)</p> <p>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)</p> <p>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)</p>

	<p>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)</p> <p>LA 5.4.1.e Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image)</p> <p>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)</p> <p>LA 5.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)</p>	<p>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)</p> <p>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)</p> <p>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)</p> <p>LA 6.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)</p>	<p>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)</p> <p>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)</p> <p>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)</p> <p>LA 7.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)</p>	<p>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)</p> <p>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)</p> <p>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)</p> <p>LA 8.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)</p>	<p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p>
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