Student-Friendly Language Arts Standards

Based upon the 2009 Nebraska State Language Arts Standards
**Kindergarten**

**Reading**
I can understand what I read by using what I have learned.

**Knowledge of Print**
I can show what I know about books.
I can tell the difference between many kinds of letters and words.
I can explain that words on paper tell me something.
I can point to words as I read.
I can show that words are made up of letters.
I can find the parts of a book.
I can read from left to right and top to bottom.
I can identify different punctuation.

**Phonological Awareness (word sounds)**
I can tell the different sounds that letters, word parts, and words make.
I can tell how many words are in a sentence.
I can identify, say and make rhymes.
I can say a word by hearing the syllables. I can hear a word and say the syllables.
I can put together beginning sounds with word families.
I can break apart beginning sounds from word families.
I can put sounds together to make words.
I can take sounds apart in words.
I can use what I know about words to read, write, and spell.

**Word Analysis**
I can identify the upper and lower case letters.
I can match letters to sounds.
I can read at least 25 sight words.
I can use sounds to write words.
I can find words I know.
I can show how words are the same and different.

**Fluency**
I can read smoothly and correctly so that it sounds like I am talking.
I can sound like a teacher when I read.
I can repeat what a teacher reads.
I can read out loud with others.

**Vocabulary**
I can learn new words.
I can figure out what words mean.
I can use new words to talk about things in my world.
I can find clues to figure out the meaning of new words.
I can sort pictures into groups.
I can find the meaning of words by using things in the classroom or by asking someone else.

**Comprehension**
I can understand what I read.
I can tell who wrote the book and drew the pictures.
I can name the characters, tell where they are, and tell what happens in a story.
I can retell a story.
I can look for different ways authors use words.
I can retell the main ideas from something I read.
I can find the text features in nonfiction.
I can tell about different kinds of texts.
I can connect what I read to myself and other people.
I can ask and answer questions by using what I already know and have read.
I can tell why I read.
I can connect what I know to what I read and to the world around me.
I can predict what will happen next in the story.
I can talk, write or draw about what I have read.

**Writing**
I can write to communicate with others.

**Writing Process**
I can use the writing process to communicate with others.
I can write to share what I am thinking.
I can plan before I write.
I can start a story by putting my ideas on paper.
I can make my writing better by adding details.
I can make my writing better by fixing my mistakes.
I can publish a neat copy of my writing.
I can print uppercase and lowercase letters correctly.

**Writing Genres**
I can write for many reasons and for different people.
I can write for a certain reason.
I can write for different people.

**Speaking and Listening**
I can communicate with others by listening and speaking.

**Speaking**
I can communicate ideas with my words.
I can share my ideas out loud in class.
**Listening**
I can listen carefully to other people when they are speaking.
I can listen to others.
I can listen and follow directions to do a job.
I can listen and repeat what I heard.

**Reciprocal Communication**
I can be kind when talking to others.
I can be careful of the words I choose.
I can pay attention and take turns when I talk to someone.
I can work and play with others.

**MULTIPLE LITERACIES (Electronic Communication)**
I can find information and decide what I think about it.
I can find information and use it in many ways.
I can find information in many places.
I can explain that an author is the owner of what they write.
I can be safe when talking to others on the computer.
I can learn from others using the computer.
I can gather and share information with others using the computer.
FIRST GRADE

READING
I can understand what I read by using what I have learned.

Knowledge of Print
I can show what I know about books.
I can tell the difference between many kinds of letters and words.
I can explain that words on paper tell me information.
I can point to words as I read.
I can show that words are made up of letters.
I can identify the parts of a book.
I can read print from left to right and top to bottom.
I can identify different punctuation.

Phonological Awareness (word sounds)
I can tell the different sounds that letters, word parts, and words make.
I can tell how many words are in a sentence.
I can identify, say and make rhymes.
I can say a word by hearing the syllables. I can hear a word and say the syllables.
I can put together beginning sounds with word families. I can break apart beginning sounds from word families.
I can sound out words by putting sounds together and taking them apart.
I can change letter sounds to make new words.

Word Analysis
I can use what I know about words to read, write, and spell.
I can read, write, and spell words because I know the letter sounds.
I can read, write, and spell new words using word patterns.
I can read at least 100 sight* words.
I can spell words that I can sound out.
I can blend sounds to read words.
I can read words in a sentence.
I can use what I know about words to read.
I can tell if I read a word correctly.

Fluency
I can read smoothly and correctly so that it sounds like I am talking.
I can read smoothly to help me understand what I am reading.
I can read sight* words alone or with other words.
I can read words that are repeated.
I can read with appropriate expression.
I can read smoothly out loud with others and by myself.
**Vocabulary**
I can learn new words.
I can figure out what words mean.
I can use new words to talk about things in my world.
I can understand how to use clues to figure out the meaning of new words.
I can tell why I sort words into groups.
I can find the meaning of words by using things in the classroom or by asking someone else.
I can use ABC order to find words.

**Comprehension**
I can understand what I read.
I can tell who wrote the book, why they wrote it, and who drew the pictures.
I can name the characters, describe the setting, and tell what happens in a story.
I can retell a story.
I can name different ways authors use words.
I can retell the main ideas from something I read.
I can tell how informational text is organized.
I can find the text features in nonfiction.
I can identify different kinds of stories and books.
I can connect what I read to myself and other people.
I can ask and answer questions by using what I already know and have read.
I can tell why I read.
I can connect what I know to what I read and to the world around me.
I can tell when my reading doesn't make sense, and can go back and fix it.
I can use clues from the story to prove my predictions are right or wrong.
I can respond to what I read in different ways.

**Writing**
I can write to communicate with others.

**Writing Process**
I can use the writing process to publish my writing.
I can write to share what I am thinking.
I can plan before I write.
I can create a draft of my writing.
I can make my writing better by adding details.
I can help others with their writing.
I can make my writing better by fixing my mistakes.
I can publish a neat copy of my writing.
I can use correct spacing when I write.

**Writing Genres**
I can write for many reasons and for different people.
I can write for a specific reason.
I can write for different people.
I can write short passages that give information to the reader.
I can write stories with a beginning, middle and an end.
I can see how my writing is like the writing of other people.

**SPEAKING AND LISTENING**
I can communicate with others by listening and speaking.

**Speaking**
I can communicate ideas with my words.
I can appropriately share my ideas out loud.
I can share my ideas out loud in class.

**Listening**
I can listen carefully to other people when they are speaking.
I can listen to others.
I can listen and follow directions to do a job.
I can listen and repeat what I heard.
I can listen and ask questions about what I heard.

**Reciprocal Communication**
I can be respectful when talking with other people.
I can be careful with the words I choose and how they affect others.
I can pay attention and take turns when I talk to someone.
I can work and play with others.

**MULTIPLE LITERACIES (Electronic Communication)**
I can find information and decide what I think about it.
I can find information and use it in many ways.
I can find information in many places.
I can explain that an author is the owner of what they write.
I can be safe when talking to others on the computer.
I can use technology to learn from others.
I can gather and share information and opinions using technology.
SECOND GRADE

READING
I can understand what I read by using the skills I have learned.

Word Analysis
I can use what I know about words to read, write, and spell.
I can read, write, and spell words because I know the letter sounds and spelling patterns.
I can read, write, and spell sight words.
I can blend sounds to read and write words.
I can read words in sentences and paragraphs.
I can use what I know about words to read.
I can tell if I read a word correctly.

Fluency
I can read smoothly and correctly so that it sounds like I am talking.
I can read smoothly to help me understand what I am reading.
I can read sight* words correctly and smoothly.
I can read with appropriate expression.
I can speed up or slow down my pace to help me understand what I read.

Vocabulary
I can learn new words.
I can figure out what words mean.
I can use new words to talk about things in my world.
I can find and use clues to figure out the meaning of new words.
I can tell how words are related.
I can find the meaning of words by looking in different places.
I can use ABC order and guide words to find words.

Comprehension
I can understand what I read.
I can tell why the author wrote the story to help me understand what I read.
I can identify the characters, the setting, and the plot in a story.
I can retell a story.
I can explain different ways authors use words.
I can retell and summarize the main idea from informational text.
I can tell how informational text is organized.
I can use what I know about text features to find information and understand what I read.
I can identify the characteristics of different kinds of stories and books.
I can compare and contrast characters and events to myself, to others, and to the world.
I can ask and answer questions by using what I already know and have read.
I can tell why I read.
I can connect what I know to what I read, to other texts, and to the world.
I can check my own comprehension and self-correct the errors.
I can make a prediction, decide if it is right or wrong, and change it.
I can respond to what I read in different ways.

**WRITING**
I can write to communicate with others.

**Writing Process**
I can use the writing process to publish my writing.
I can plan before I write.
I can create a draft of my writing.
I can revise my writing to improve it.
I can share ideas to improve my writing and the writing of others.
I can make my writing better by fixing my mistakes.
I can publish a neat copy of my writing.
I can print neatly and correctly.

**Writing Genres**
I can write for many reasons and for different people.
I can write for a specific reason.
I can write for different people.
I can write short passages in a specific genre.
I can use a main idea to organize my writing.
I can compare examples of writing and write a similar piece.

**SPEAKING AND LISTENING**
I can communicate with others by listening and speaking.

**Speaking**
I can communicate ideas with my words.
I can appropriately share my ideas out loud.
I can change the way I speak for different purposes.

**Listening**
I can listen carefully to other people when they are speaking.
I can listen to others in different situations.
I can listen and follow directions to do a job.
I can listen and repeat what I heard.
I can listen and ask questions about what I heard.

**Reciprocal Communication**
I can have respectful conversations with other people.
I can be careful with the words I choose and how they affect others.
I can pay attention and take turns when I talk to someone.
I can share my ideas and ask questions when I’m learning.
MULTIPLE LITERACIES (Electronic Communication)
I can locate information and decide what I think about it.
I can find information and use it in many ways.
I can use resources to answer questions.
I can explain why it is wrong to take an author's words and use them as my own.
I can practice safe behaviors when I am communicating on the computer.
I can use technology to learn from others.
I can gather and share information and opinions using technology.
I can gather and share information online.
THIRD GRADE

READING
I can understand what I read by using the skills and strategies I have learned.

Word Analysis
I can use what I know about words to read, write, and spell.
I can use what I know about sounds and spelling patterns to read, write, and spell.
I can use what I know about words to read.

Fluency
I can read fluently.
I can read smoothly to help me understand what I am reading.
I can read words and phrases correctly and smoothly.
I can use punctuation to help me read so that it sounds like I am talking.
I can read aloud and know when to speed up or slow down to help me understand.

Vocabulary
I can learn new vocabulary for different purposes.
I can use what I know about words to determine meaning.
I can connect new vocabulary to what I already know and use those words in other situations.
I can find and use context clues and text features to figure out the meaning of new words.
I can identify how words are related.
I can use different resources to find out what words mean.
I can locate words in reference materials.

Comprehension
I can understand what I read.
I can tell if the author’s purpose is to persuade, inform, entertain, or explain.
I can identify the elements of a story.
I can retell and summarize a story using supporting details.
I can identify and explain how authors use literary devices.
I can retell and summarize the main idea and supporting details from informational text.
I can recognize and use what I know about how informational text is organized to help me understand what it means.
I can apply what I know about text features to find information and understand what I read.
I can describe different genres.
I can use narrative and informational text to understand people and cultures.
I can ask and answer questions using information in the text, what I know, and what I believe.
I can explain my purpose for reading.
I can connect what I know to what I read, to other texts, and to the world.
I can recognize when I don’t understand what I am reading and can use strategies to clarify, confirm, or correct.
I can make predictions and confirm or adjust them while I read.
I can infer using what I know and information from the text to understand what I read.
I can respond to what I read in different ways.

**WRITING**
I can write to communicate with others.

**Writing Process**
I can use the writing process to publish my writing.
I can brainstorm ideas and organize information using a variety of resources and strategies.
I can create a draft of my writing.
I can revise my writing to improve it.
I can share ideas to improve my writing and the writing of others.
I can edit my writing for format and conventions.
I can publish a legible copy of my writing.
I can write using proper cursive.

**Writing Genres**
I can write for a variety of purposes and audiences using different genres.
I can write in a selected genre for a specific purpose.
I can write for different people to give them information they need.
I can write short passages in a specific genre.
I can organize my writing based on my purpose.
I can analyze examples of writing and write a similar piece.

**SPEAKING AND LISTENING**
I can communicate with others by listening and speaking.

**Speaking**
I can communicate ideas with my words.
I can communicate clearly and appropriately.
I can change the way I speak for different purposes.
I can use available media to improve communication.

**Listening**
I can learn and use active listening skills in many situations.
I can listen to others in different situations.
I can use information to complete a task.
I can understand information by listening, asking questions and taking notes.
I can summarize information that I heard.

**Reciprocal Communication**
I can have respectful conversations with others.
I can be careful with the words I choose and how they affect others.
I can use conversation strategies when I communicate with someone.
I can work with others by communicating my ideas and opinions in different ways.
MULTIPLE LITERACIES (Electronic Communication)
I can identify, locate, and form an opinion about information.
I can find and use information in a variety of ways.
I can select and use resources to answer questions.
I can explain why it is wrong to take an author's words and use them as my own.
I can practice safe and ethical behaviors when I am communicating on the computer.
I can use technology to communicate with other learners.
I can judge the fairness and the purpose of the information I find.
I can gather and share information and opinions using technology.
I can gather and share information online using social networks and online tools.
FOURTH GRADE

READING
I can understand what I read by using the skills and strategies I have learned.

Word Analysis
I can use what I know about words to read, write, and spell.
I can use what I know about sounds, spelling patterns, and syllables to read, write, and spell.
I can use what I know about word structure to read.

Fluency
I can fluently read a variety of grade level texts.
I can read smoothly to help me understand what I am reading.
I can read words and phrases correctly and smoothly.
I can use punctuation to help me read so that it sounds like I am talking.
I can adjust the pace of both oral and silent reading.

Vocabulary
I can build and use vocabulary from all subjects.
I can use what I know about words to determine meaning.
I can connect new vocabulary to what I already know and use those words in other situations.
I can find and use context clues and text features to figure out the meaning of new words.
I can identify how words are related.
I can use different resources to determine what words mean.

Comprehension
I can understand what I read.
I can identify an author’s purpose and recognize how the author’s feelings influence the writing.
I can identify and analyze the elements of a narrative text.
I can summarize a narrative text using supporting details.
I can identify and explain how authors use literary devices.
I can retell and summarize informational text using the main idea and supporting details.
I can understand and apply what I know about how informational text is organized to help me understand what it means.
I can apply what I know about text features to find information and understand what I read.
I can describe different genres.
I can use narrative and informational text to understand people and cultures.
I can ask and answer questions using information in the text, what I know and what I believe.
I can explain my purpose for reading.
I can connect what I know to what I read, to other texts, and to the world.
I can recognize when I don’t understand what I am reading and can use strategies to clarify, confirm, or correct.
I can make predictions and confirm or adjust them while I read.
I can infer using what I know and information from the text to understand what I read.
I can respond to what I read in different ways.
**Writing**
I can use writing to communicate with others.

**Writing Process**
I can use the writing process to publish my writing.
I can use resources and strategies to brainstorm, organize and guide my writing.
I can create a draft of my writing.
I can revise my writing to improve it.
I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.
I can edit my writing for format and conventions.
I can publish a legible copy of my writing.

**Writing Genres**
I can write for a variety of purposes and audiences using different genres.
I can write in a selected genre for a specific purpose.
I can write for different people to give them information they need.
I can write short passages in a specific genre.
I can choose how to organize my writing based on my purpose.
I can analyze examples of writing in different genres to create a similar piece.

**Speaking and Listening**
I can communicate with others by listening and speaking.

**Speaking**
I can communicate ideas with my words.
I can communicate information and ideas clearly for different purposes and audiences.
I can change the way I speak for different purposes.
I can use available media to enhance communication.

**Listening**
I can learn and use active listening skills in many situations.
I can listen to others in different situations.
I can understand information by listening, asking questions, and taking notes.
I can summarize and explain information that is communicated.

**Reciprocal Communication**
I can have respectful conversations with others.
I can be careful with the words I choose and how they affect others.
I can use conversation strategies when I communicate.
I can work with others by communicating my ideas and opinions in different ways.
**MULTIPLE LITERACIES (Electronic Communication)**
I can identify, locate, and form an opinion about information.
I can find and use information in a variety of ways.
I can select and use resources to answer questions.
I can cite my sources to give credit to the authors.
I can practice safe behaviors when I am communicating on the computer.
I can use technology to communicate with learners from all over the world.
I can describe the fairness and the purpose of the information I find.
I can gather and share information and opinions using technology.
I can gather and share information online using social networks and online tools.
FIFTH GRADE

READING
I can understand what I read by using the skills and strategies I have learned.

Word Analysis
I can use what I know about words to read, write, and spell.
I can use what I know about sounds and word structure to read, write, and spell.

Fluency
I can fluently read a variety of grade level texts.
I can read smoothly to help me understand what I am reading.
I can read words and phrases correctly and smoothly.
I can read aloud with appropriate expression and pacing to reflect the meaning of the text.
I can adjust the pace of both oral and silent reading.

Vocabulary
I can build and use vocabulary from all subjects.
I can use what I know about words to determine meaning.
I can connect new vocabulary to what I already know and use those words in other situations.
I can select and use context clues and text features to figure out the meaning of new words.
I can identify how words are related.
I can use print and digital resources to determine what words mean.

Comprehension
I can understand what I read.
I can identify an author's purpose and recognize how the author's feelings influence the writing.
I can identify and analyze the elements of a narrative text.
I can summarize a narrative text using supporting details.
I can identify and explain how authors use literary devices.
I can summarize and analyze informational text using the main idea and supporting details.
I can understand and apply what I know about how informational text is organized to help me understand what it means.
I can apply what I know about text features to find information and understand what I read.
I can describe different genres.
I can recognize how text is influenced by society, history, culture, and people.
I can use narrative and informational text to develop a national and global multi-cultural perspective.
I can ask and answer questions using information in the text, additional sources, what I know, and what I believe.
I can choose a text for a particular task or purpose.
I can connect what I know to what I read, to other texts, and to the world.
I can self-monitor my comprehension and can use strategies to clarify, confirm, or correct what I am reading.
I can use examples and details to make inferences and logical predictions.
I can respond to what I read in different ways.

**Writing**
I can write to communicate with others.

**Writing Process**
I can use the writing process to publish my writing.  
I can use resources and strategies to brainstorm, organize and guide my writing.  
I can create a draft of my writing.  
I can revise my writing to improve it.  
I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.  
I can edit my writing for format and conventions.  
I can publish a legible and well-formatted piece of writing.

**Writing Genres**
I can write for different purposes and audiences in multiple genres.  
I can write in a selected genre for a specific purpose.  
I can write for my audience considering interest, background knowledge and expectations.  
I can write in a specific genre.  
I can choose how to organize my writing based on my purpose.  
I can analyze examples of writing in different genres to create a similar piece.

**Speaking and Listening**
I can communicate with others by listening and speaking.

**Speaking**
I can communicate ideas with my words.  
I can communicate information and ideas clearly for different purposes and audiences.  
I can change the way I speak for different purposes.  
I can use available media to enhance communication.

**Listening**
I can develop, apply, and refine active listening skills in a variety of situations.  
I can listen to others in different situations.  
I can understand information by listening, asking questions, and taking notes.  
I can summarize and interpret information that is communicated.

**Reciprocal Communication**
I can have respectful conversations with others.  
I can choose my words appropriately, keeping my audience in mind.  
I can use conversation strategies when I communicate.  
I can work with others by communicating my ideas and opinions in different ways.
**MULTIPLE LITERACIES (Electronic Communication)**

I can identify, locate, and form an opinion about information.
I can find and use information in a variety of ways.
I can select and use resources to ask and answer questions.
I can cite my sources to give credit to the authors.
I can practice safe behaviors when I am communicating on the computer.
I can use technology to communicate with learners from a variety of cultures.
I can judge the fairness and the purpose of the information I find.
I can gather and share information and opinions using technology.
I can gather and share information online using social networks and online tools.
SIXTH GRADE

READING
I can understand what I read by applying the skills and strategies I have learned.

Word Analysis
I can use what I know about words to read, write, and spell.
I can use what I know about sounds and word structure to read, write, and spell.

Fluency
I can fluently read a variety of grade level texts.
I can read smoothly and match my voice and tone with the type of text I am reading.
I can adjust the pace of both oral and silent reading.

Vocabulary
I can build and use vocabulary from all subjects.
I can apply what I know about the structure of words to understand the vocabulary I use in all subjects.
I can connect new vocabulary to what I already know and use those words in other situations.
I can select and use context clues and text features to figure out the meaning of unknown words.
I can identify how words are related.
I can use print and digital resources to determine what words mean.

Comprehension
I can understand what I read.
I can explain an author’s purpose and recognize how the author's feelings influence the writing.
I can identify and analyze the elements of a narrative text.
I can summarize a narrative text using story elements.
I can interpret and explain how authors use literary devices.
I can use the main idea and supporting details to analyze, summarize, and construct new ideas from informational text.
I can apply what I know about how informational text is organized to help me understand what it means.
I can apply what I know about text features to find information and understand what I read.
I can identify the differences among genres.
I can describe how text is influenced by society, history, culture, and people.
I can use what I read to understand the world around me.
I can ask and answer questions using information in the text, additional sources, what I know, and what I believe.
I can choose a text for a particular task or purpose.
I can connect what I know to what I read, to other texts, and to the world.
I can self-monitor my comprehension and can use strategies to clarify, confirm, or correct what I am reading.
I can use examples and details to make inferences and logical predictions.
I can respond to what I read in different ways.

**Writing**
I can write to communicate with others.

**Writing Process**
I can use the writing process to publish my writing.
I can find information to help me organize and guide my writing and answer questions.
I can create a draft of my writing.
I can revise my writing to improve it.
I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.
I can edit my writing for format and conventions.
I can publish a legible and well-formatted piece of writing that is easy to understand.

**Writing Genres**
I can write for different purposes and audiences in multiple genres.
I can write in a selected genre for a specific purpose.
I can write for my audience considering interest, background knowledge and expectations.
I can write in a specific genre.
I can choose how to organize my writing based on my purpose.
I can analyze model papers to help me create my own.

**Speaking and Listening**
I can communicate with others by listening and speaking.

**Speaking**
I can communicate ideas with my words.
I can communicate information and ideas clearly for different purposes and audiences.
I can adjust my speaking skills for a variety of purpose or situations.
I can use available media to enhance communication.

**Listening**
I can develop, apply, and refine active listening skills in a variety of situations.
I can listen to others in different situations.
I can understand information by listening, asking questions, and taking notes.
I can listen to evaluate the purpose and point of view of what I hear.

**Reciprocal Communication**
I can have respectful conversations with others.
I can choose my words appropriately, keeping my audience in mind.
I can use conversation strategies when I communicate.
I can work with others by communicating my ideas and opinions in different ways.
MULTIPLE LITERACIES (Electronic Communication)
I can identify, locate, and evaluate information
I can find and use information in a variety of ways.
I can select and use resources to ask and answer questions, and decide if the resources are accurate.
I can cite my sources to give credit to the authors.
I can practice safe behaviors when I am communicating on the computer.
I can use technology to communicate with learners from a variety of cultures.
I can evaluate messages that hidden meanings by analyzing product placement, television ads, radio ads, movies, body images, and sexism.
I can gather and share information and opinions using technology.
I can gather and share information online using social networks and online tools.
SEVENTH GRADE

READING
I can understand what I read by applying the skills and strategies I have learned.

Fluency
I can fluently read a variety of grade level texts.
I can read smoothly and match my voice and tone with the type of text I am reading. I can determine what would make a good performance piece.
I can adjust the pace of both oral and silent reading.

Vocabulary
I can build and use vocabulary from all subjects.
I can apply what I know about the structure of words to understand the vocabulary I use in all subjects.
I can connect new vocabulary to what I already know and use those words in other situations.
I can select and use context clues and text features to figure out the meaning of unknown words.
I can analyze how words are related.
I can use print and digital resources to determine what words mean.

Comprehension
I can understand what I read.
I can analyze text using author’s purpose and perspective.
I can identify and analyze the elements of a narrative text.
I can analyze the author’s use of literary devices.
I can use the main idea and supporting details to analyze, summarize, and construct new ideas from informational text.
I can apply what I know about how informational text is organized to help me understand what it means.
I can apply what I know about text features to find information and understand what I read.
I can apply what I know about narrative and informational genres to explain and make inferences.
I can explain how text is influenced by society, history, culture, and people.
I can use what I read to understand the world around me.
I can ask and answer different types of questions while analyzing and synthesizing information and prior knowledge to support my answers.
I can choose a text for a particular task or purpose.
I can use prior knowledge to clarify text, deepen understanding, and make connections while reading.
I can self-monitor my comprehension and can use strategies to clarify, confirm, or correct what I am reading.
I can use examples and details to make inferences and logical predictions.
I can respond to what I read in different ways.
WRITING
I can write to communicate with others.

Writing Process
I can use the writing process to publish my writing.
I can find information to help me organize and guide my writing and answer questions.
I can create a draft of my writing.
I can revise my writing to improve it.
I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.
I can edit my writing for format and conventions.
I can publish a legible and well-formatted piece of writing that is easy to understand.

Writing Genres
I can write for different purposes and audiences in multiple genres.
I can write in multiple genres for a variety of purposes.
I can write in a variety of genres, considering my audience.
I can write in a specific genre.
I can choose how to organize my writing based on my purpose.
I can analyze model papers to help me create my own.

SPEAKING AND LISTENING
I can communicate with others by listening and speaking.

Speaking
I can communicate ideas with my words.
I can communicate information and ideas clearly for different purposes and audiences.
I can adjust my speaking skills for a variety of purpose or situations.
I can use available media to enhance communication.

Listening
I can develop, apply, and refine active listening skills in a variety of situations.
I can listen to others in different situations.
I can understand information by listening and asking probing questions.
I can listen to evaluate the purpose and point of view of what I hear.

Reciprocal Communication
I can have respectful conversations with others.
I can choose my words appropriately, keeping my audience in mind.
I can use conversation strategies when I communicate.
I can collaborate with others in a learning situation by communicating my ideas and opinions in different ways.
**Multiple Literacies (Electronic Communication)**

I can identify, locate, and evaluate information.
I can find and use information in a variety of media and formats.
I can select and use resources to ask and answer questions, and decide if the resources are accurate.
I can cite my sources to give credit to the authors.
I can practice safe behaviors when I am communicating on the computer.
I can use technology to communicate with people from a variety of cultures.
I can evaluate messages that hidden meanings by analyzing product placement, television ads, radio ads, movies, body images, and sexism.
I can gather and share information and opinions using technology.
I can gather and share information online using social networks and online tools.
EIGHTH GRADE

READING
I can understand what I read by applying the skills and strategies I have learned.

Fluency
I can fluently read a variety of grade level texts.
I can use voice and tone to communicate the meaning of the text I am reading.
I can adjust the pace of both oral and silent reading.
I can use expression that matches the tone and style of the text.

Vocabulary
I can build and use vocabulary from all subjects.
I can apply what I know about the structure of words to understand the vocabulary I use in all subjects.
I can connect new vocabulary to what I already know and use those words in other situations.
I can select and use context clue strategies to figure out the meaning of unknown words.
I can analyze how words are related.
I can use print and digital resources to determine what words mean.

Comprehension
I can understand what I read.
I can analyze text using author’s purpose, perspective, and additional sources.
I can identify and analyze the elements of a narrative text.
I can analyze the author's use of literary devices.
I can use the main idea and supporting details to analyze, summarize, and construct new ideas from informational text.
I can apply what I know about how informational text is organized to help me understand what it means.
I can analyze and evaluate information from text features.
I can apply what I know about narrative and informational genres to analyze and make inferences.
I can analyze how text is influenced by society, history, culture, and people.
I can use what I read to understand the world around me.
I can ask and answer different types of questions while analyzing and synthesizing information and prior knowledge to support my answers.
I can choose a text for a particular task or purpose.
I can use prior knowledge to clarify text, deepen understanding, and make connections while reading.
I can self-monitor my comprehension and can use strategies to clarify, confirm, or correct what I am reading.
I can take information from several sources to make meaningful inferences or predictions.
I can respond to what I read in different ways.

WRITING
I can write to communicate with others.

Writing Process
I can use the writing process to publish my writing.
I can use prewriting strategies to help me come up with ideas and organize information, guide writing, answer questions, and synthesize information.
I can create a draft of my writing.
I can revise my writing to improve it.
I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.
I can edit my writing for format and conventions.
I can publish a legible and well-formatted piece of writing that is easy to understand.

Writing Genres
I can write for different purposes and audiences in multiple genres.
I can write in multiple genres for a variety of purposes and audiences.
I can write in a specific genre.
I can choose how to organize my writing based on my purpose.
I can analyze model papers to help me create my own.

Speaking and Listening
I can communicate with others by listening and speaking.

Speaking
I can communicate ideas with my words.
I can communicate information and ideas clearly for different purposes and audiences.
I can adjust my speaking skills for a variety of purpose or situations.
I can use available media to enhance communication.

Listening
I can develop, apply, and refine active listening skills in a variety of situations.
I can listen to others in different situations.
I can listen and ask questions about the speakers content, delivery, and purpose.
I can listen critically to evaluate the purpose and point of view of what I hear.

Reciprocal Communication
I can have respectful conversations with others.
I can choose my words appropriately, keeping my audience in mind.
I can collaborate with others in a learning situation by communicating my ideas and opinions in different ways.
I can respect the different views of others while working in a group.

Multiple Literacies (Electronic Communication)
I can identify, locate, and evaluate information
I can find and use information in a variety of media and formats.
I can select and use resources to ask and answer questions, and decide if the resources are accurate.
I can cite my sources to give credit to the authors.
I can practice safe behaviors when I am communicating on the computer.
I can use technology to communicate with learners from a variety of cultures.
I can evaluate messages that hidden meanings by analyzing product placement, television ads, radio ads, movies, body images, and sexism.
I can gather and share information and opinions using technology.
I can gather and share information online using social networks and online tools.
**High School**

**Reading**
I can understand what I read by applying the skills and strategies I have learned.

**Fluency**
I can fluently read a variety of grade level texts.
I can use voice and tone to interpret the meaning of a text in a variety of situations.
I can adjust the pace of both oral and silent reading.
I can understand and recreate the writer’s tone and style when I read to myself or in a group.

**Vocabulary**
I can use voice and tone to interpret the meaning of a text in a variety of situations.
I can adjust the pace of both oral and silent reading.
I can understand and recreate the writer’s tone and style when I read to myself or in a group.
I can build and use vocabulary from all subjects.
I can apply what I know about the structure of words to understand the vocabulary I use in all subjects.
I can connect new vocabulary to what I already know and use those words in other situations.
I can use the best strategy to figure out the meaning of unknown words.
I can use my knowledge of word relationships to evaluate and defend word choice.
I can use print and digital resources to determine what words mean.

**Comprehension**
I can understand what I read.
I can evaluate text using author’s purpose, perspective, and additional sources.
I can analyze and evaluate the elements of a narrative text.
I can analyze and critique the author’s use of literary devices.
I can analyze, summarize, and evaluate informational text to construct new ideas.
I can apply what I know about how informational text is organized to help me understand what it means.
I can analyze and evaluate information from text features.
I can use evidence from narrative and informational genres to analyze, evaluate, and make inferences.
I can critique how a variety of genres are influenced by society, history, culture, and people.
I can understand how the world works when I read narrative and informational texts.
I can ask and answer different types of questions while analyzing, evaluating, and synthesizing.
I can choose a text for a particular task or purpose.
I can use prior knowledge to clarify text, deepen understanding, and make connections while reading.
I can self-monitor my comprehension and can use strategies to clarify, confirm, or correct what I am reading.
I can take information from several sources to make complex or abstract inferences or predictions.
I can respond to what I read in different ways.
**WRITING**
I can write to communicate with others.

**Writing Process**
I can use the writing process to publish my writing.
I can use prewriting strategies to come up with ideas, organize information, answer any questions, process information, and guide writing.
I can create a draft of my writing.
I can revise my writing to improve it.
I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.
I can edit my writing for format and conventions.
I can publish a legible and well-formatted piece of writing that is easy to understand.

**Writing Genres**
I can write for different purposes and audiences in multiple genres.
I can write in multiple genres for a variety of purposes and audiences using varied media and technologies.
I can write in a specific genre.
I can choose how to organize my writing based on my purpose.
I can look at examples of writing and use them to create my own writing in a similar format.

**SPEAKING AND LISTENING**
I can communicate with others by listening and speaking.

**Speaking**
I can communicate ideas with my words.
I can communicate information and ideas clearly for different purposes and audiences.
I can adjust my speaking skills for a variety of purpose or situations.
I can use available media to enhance communication.

**Listening**
I can develop, apply, and refine active listening skills in a variety of situations.
I can listen to others in different situations.
I can listen to form a point of view, ask questions, and respond to the speaker.
I can listen to and evaluate the messages being communicated to me based on the clarity, quality, and effectiveness of important points, arguments, and evidence.

**Reciprocal Communication**
I can have respectful conversations with others.
I can collaborate with others in a learning situation by communicating my ideas and opinions in different ways.
I can ask for and respect diverse perspectives while collaborating.

**MULTIPLE LITERACIES (Electronic Communication)**
I can identify, locate, and evaluate information.
I can find and use information in a variety of media and formats.
I can select and use resources to ask and answer questions, and decide if the resources are accurate.
I can cite my sources to give credit to the authors.
I can practice safe behaviors when I am communicating on the computer.
I can use technology to communicate with learners from a variety of cultures.
I can evaluate a message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism) while reading, listening, and viewing.
I can gather and share information and opinions using technology.
I can gather and share information online using social networks and online tools.