

Curriculum, Instruction, and Innovation Team

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.

