

**Curriculum, Instruction, and Innovation Team**

# **Student-Friendly Language Arts Standards for Grade One**

Based upon the 2009 Nebraska State Language Arts Standards



**READING**

## LA 1.1

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

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

**Knowledge of Print**

## LA 1.1.1

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

*I can show what I know about books.*

## LA 1.1.1.a

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

*I can tell the difference between many kinds of letters and words.*

## LA 1.1.1.b

Explain that the purpose of print is to carry information

*I can explain that words on paper tell me information.*

## LA 1.1.1.c

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

*I can point to words as I read.*

## LA 1.1.1.d

Demonstrate understanding that words are made up of letters

*I can show that words are made up of letters.*

## LA 1.1.1.e

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

*I can identify the parts of a book.*

## LA 1.1.1.f

Demonstrate knowledge that print reads from left to right and top to bottom

*I can read print from left to right and top to bottom.*

## LA 1.1.1.g

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

*I can identify different punctuation.*

## LA 1.1.2

**Phonological Awareness (word sounds)**

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

*I can tell the different sounds that letters, word parts, and words make.*

## LA 1.1.2.a

Segment spoken sentences into words

*I can tell how many words are in a sentence.*

## LA 1.1.2.b

Identify and produce oral rhymes

*I can identify, say and make rhymes.*

## LA 1.1.2.c

Blend and segment syllable sounds in spoken words

*I can say a word by hearing the syllables. I can hear a word and say the syllables.*



LA 1.1.2.d

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

I can put together beginning sounds with word families. I can break apart beginning sounds from word families.

LA 1.1.2.e

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

I can sound out words by putting sounds together and taking them apart .

### Word Analysis

LA 1.1.3

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

I can use what I know about words to read, write, and spell.

LA 1.1.3.a

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

I can read, write, and spell words because I know the letter sounds.

LA 1.1.3.b

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

I can read, write, and spell new words using word patterns.

LA 1.1.3.c

Read at least 100 high-frequency words from a commonly used list

I can read at least 100 sight\* words.

LA 1.1.3.d

Spell single syllable phonetically regular words

I can spell words that I can sound out.

LA 1.1.3.e

Blend sounds to read words

I can blend sounds to read words.

LA 1.1.3.f

Read words in connected text

I can read words in a sentence.

LA 1.1.3.g

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

I can use what I know about words to read.

LA 1.1.3.h

Monitor the accuracy of decoding

I can tell if I read a word correctly.

### Fluency

LA 1.1.4

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

I can read smoothly and correctly so that it sounds like I am talking.

LA 1.1.4.a



Read in meaningful phrases that sound like natural language to support comprehension

**I can read smoothly to help me understand what I am reading.**

LA 1.1.4.b

Use a core of high-frequency words and phrases

**I can read sight\* words alone or with other words.**

LA 1.1.4.c

Use repeating language patterns when reading

**I can read words that are repeated.**

LA 1.1.4.d

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

**I can read with appropriate expression.**

LA 1.1.4.e

Read along with others and independently practice keeping an appropriate pace for a text

**I can read smoothly out loud with others and by myself.**

### **Vocabulary**

LA 1.1.5

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

**I can learn new words.**

LA 1.1.5.a

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

**I can figure out what words mean.**

LA 1.1.5.b

Relate new grade level vocabulary to prior knowledge and use in new situations

**I can use new words to talk about things in my world.**

LA 1.1.5.c

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

**I can understand how to use clues to figure out the meaning of new words.**

LA 1.1.5.d

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

**I can tell why I sort words into groups.**

LA 1.1.5.e

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

**I can find the meaning of words by using things in the classroom or by asking someone else.**

LA 1.1.5.f

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

**I can use ABC order to find words.**



**Comprehension**

## LA 1.1.6

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

**I can understand what I read.**

## LA 1.1.6.a

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

**I can tell who wrote the book, why they wrote it, and who drew the pictures.**

## LA 1.1.6.b

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

**I can name the characters, describe the setting, and tell what happens in a story.**

## LA 1.1.6.c

Retell information from narrative text including characters, setting, and events

**I can retell a story.**

## LA 1.1.6.d

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

**I can name different ways authors use words.**

## LA 1.1.6.e

Retell main ideas from informational text

**I can retell the main ideas from something I read.**

## LA 1.1.6.f

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

**I can tell how informational text is organized.**

## LA 1.1.6.g

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

**I can find the text features in nonfiction.**

## LA 1.1.6.h

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

**I can identify different kinds of stories and books.**

## LA 1.1.6.i

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

**I can connect what I read to myself and other people.**

## LA 1.1.6.j

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

**I can ask and answer questions by using what I already know and have read.**

## LA 1.1.6.k

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

**I can tell why I read.**



LA 1.1.6.l

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

*I can connect what I know to what I read and to the world around me.*

LA 1.1.6.m

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

*I can tell when my reading doesn't make sense, and can go back and fix it.*

LA 1.1.6.n

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

*I can use clues from the story to prove my predictions are right or wrong.*

LA 1.1.6.o

Respond to text verbally, in writing, or artistically

*I can respond to what I read in different ways.*

## **WRITING**

LA 1.2

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

*I can write to communicate with others.*

## **Writing Process**

LA 1.2.1

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

*I can use the writing process to publish my writing.*

LA 1.2.1.a

Demonstrate that writing communicates thoughts and ideas

*I can write to share what I am thinking.*

LA 1.2.1.b

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

*I can plan before I write.*

LA 1.2.1.c

Generate a draft by:

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

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

*I can create a draft of my writing.*

LA 1.2.1.d

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

*I can make my writing better by adding details.*

LA 1.2.1.e



Provide feedback to other writers

*I can help others with their writing.*

LA 1.2.1.f

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

*I can make my writing better by fixing my mistakes.*

LA 1.2.1.g

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

*I can publish a neat copy of my writing.*

LA 1.2.1.h

Write with appropriate spaces between letters, words, and sentences.

*I can use correct spacing when I write.*

## Writing Genres

LA 1.2.2

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

*I can write for many reasons and for different people.*

LA 1.2.2.a

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

*I can write for a specific reason.*

LA 1.2.2.b

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

*I can write for different people.*

LA 1.2.2.c

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

*I can write short passages that give information to the reader.*

LA 1.2.2.d

Write stories with a beginning, middle, and end

*I can write stories with a beginning, middle and an end.*

LA 1.2.2.e

Compare models and examples (own and others) of various genres create similar pieces

*I can see how my writing is like the writing of other people.*

## SPEAKING AND LISTENING

LA 1.3

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

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

### Speaking

LA 1.3.1

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

*I can communicate ideas with my words.*





LA 1.3.1.a

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

*I can appropriately share my ideas out loud.*

LA 1.3.1.b

Communicate orally in daily classroom activities and routines

*I can share my ideas out loud in class.*

### **Listening**

LA 1.3.2

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

*I can listen carefully to other people when they are speaking.*

LA 1.3.2.a

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

*I can listen to others.*

LA 1.3.2.b

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

*I can listen and follow directions to do a job.*

LA 1.3.2.c

Listen and retell specific details of information

*I can listen and repeat what I heard.*

LA 1.3.2.d

Listen to and ask questions about thoughts, ideas, and information being communicated

*I can listen and ask questions about what I heard.*

### **Reciprocal Communication**

LA 1.3.3

Reciprocal Communication: Students will develop reciprocal communication skills.

*I can be respectful when talking with other people.*

LA 1.3.3.a

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

*I can be careful with the words I choose and how they affect others.*

LA 1.3.3.b

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

*I can pay attention and take turns when I talk to someone.*

LA 1.3.3.c

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

*I can work and play with others.*





**MULTIPLE LITERACIES (Electronic Communication)**

LA 1.4

Students will identify, locate, and evaluate information.

**I can find information and decide what I think about it.**

LA 1.4.1

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

**I can find information and use it in many ways.**

LA 1.4.1.a

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

**I can find information in many places.**

LA 1.4.1.b

Demonstrate understanding of authorship of print and online resources

**I can explain that an author is the owner of what they write.**

LA 1.4.1.c

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

**I can be safe when talking to others on the computer.**

LA 1.4.1.d

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

**I can use technology to learn from others.**

LA 1.4.1.e

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

**I can gather and share information and opinions using technology.***\*can be changed to meet local curricular terminology*