Student-Friendly Language Arts Standards for Grade One

Based upon the 2009 Nebraska State Language Arts Standards

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EDUCATION

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)

LA 1.1.2	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.

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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 .
LA 1.1.2.f	Manipulate phonemes to create new words, pseudo or real (e.g., "What is hand without the /h/?" –and; "The word is cat. Change the /t/ to /n/. What's the new word?" –can)	I can change letter sounds to make new words.

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.

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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.

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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.

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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.

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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	Students will learn and apply writing skills and strategies to communicate.	I can write to communicate with others.
LA1.2.2	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.

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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.

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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

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