

## **Writing Genres** (continued)

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.

## **What is a Standard?**

- A standard is a skill that students should know and be able to do.
- Standards set clear and high expectations for student achievement.
- Teachers use standards for consistency so that every student in the same grade is learning the same essential skills.

## **Who Sets the Standards?**

- Academic standards are set by educators and policymakers from across the state.
- The standards are updated every 5 years.

## **Why Do Students and Families Need to Know About the Standards?**

- When students know what they are expected to learn, they perform better.
- When parents know the learning standards, they become more aware of what is expected and can help their children succeed.
- Children can have conversations about their learning with their parents.
- Parents can have conversations with educators about their child's learning.

## **What is included in "Language Arts"?**

English Language Arts includes all of the skills used to communicate in the English language, including reading, writing, speaking, listening, and communicating using computers.

## **For More Information:**



**NEBRASKA DEPARTMENT OF EDUCATION**

### **Tricia Parker, Language Arts Director**

301 Centennial Mall S., Lincoln, NE 68509

Phone: 402.471.4336

Fax: 402.471.0117

Email: [tricia.parker@nebraska.gov](mailto:tricia.parker@nebraska.gov)

Website: [www.education.ne.gov/read](http://www.education.ne.gov/read)

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# **The Nebraska Language Arts Standards**

## ***A Guide for Nebraska Families***



# **1st Grade**

# Nebraska 1st Grade Standards

## 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.



### Word Analysis (continued)

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.

### Comprehension (continued)

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.