

Listening (continued)

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.

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:



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The Nebraska Language Arts Standards

A Guide for Nebraska Families



8th Grade

Nebraska 8th Grade Standards

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.



Comprehension (continued)

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.

Writing Process (continued)

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.