

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 five 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



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.