

Speaking (continued)

I can use available media to enhance communication.

Listening

I can develop, apply, and refine active listening skills in a variety of situations.

I can listen to others in different situations.

I can understand information by listening, asking questions, and taking notes.

I can summarize and interpret information that is communicated.

Reciprocal Communication

I can have respectful conversations with others.

I can choose my words appropriately, keeping my audience in mind.

I can use conversation strategies when I communicate.

I can work with others by communicating my ideas and opinions in different ways.

MULTIPLE LITERACIES (Electronic Communication)

I can identify, locate, and form an opinion about information.

I can find and use information in a variety of ways.

I can select and use resources to ask and answer questions.

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 judge the fairness and the purpose of the information I find.

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 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



5th Grade

Nebraska 5th Grade Standards

READING

I can understand what I read by using the skills and strategies I have learned

Word Analysis

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

I can use what I know about sounds and word structure to read, write, and spell.

Fluency

I can fluently read a variety of grade level texts.

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

I can read words and phrases correctly and smoothly.

I can read aloud with appropriate expression and pacing to reflect the meaning of the text.

I can adjust the pace of both oral and silent reading.

Vocabulary

I can build and use vocabulary from all subjects.

I can use what I know about words to determine meaning.

I can connect new vocabulary to what I already know and use those words in other situations.

I can select and use context clues and text features to figure out the meaning of new words.

I can identify 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 identify an author's purpose and recognize how the author's feelings influence the writing.

I can identify and analyze the elements of a narrative text.

I can summarize a narrative text using supporting details.

I can identify and explain how authors use literary devices.

I can summarize and analyze informational text using the main idea and supporting details.

I can understand and apply what I know about how informational text is organized to help me understand what it means.

I can apply what I know about text features to find information and understand what I read.

I can describe different genres.

I can recognize how text is influenced by society, history, culture, and people.

I can use narrative and informational text to develop a national and global multi-cultural perspective

I can ask and answer questions using information in the text, additional sources, what I know, and what I believe.

I can choose a text for a particular task or purpose.

I can connect what I know to what I read, to other texts, and to the world.

I can self-monitor my comprehension and can use strategies to clarify, confirm, or correct what I am reading.

I can use examples and details to make inferences and logical 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 resources and strategies to brainstorm, organize and guide my writing.

Writing Process (continued)

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.

I can edit my writing for format and conventions.

I can publish a legible and well-formatted piece of writing

Writing Genres

I can write for different purposes and audiences in multiple genres.

I can write in a selected genre for a specific purpose.

I can write for my audience considering interest, background knowledge and expectations.

I can write in a specific genre.

I can choose how to organize my writing based on my purpose.

I can analyze examples of writing in different genres to create a similar piece

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 change the way I speak for different purposes.

