

### **Listening** (continued)

I can listen 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 use conversation strategies when I communicate.

I can collaborate with others in a learning situation by communicating my ideas and opinions in different ways.

### **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 people 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 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***



## **7th Grade**

# Nebraska 7th 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 read smoothly and match my voice and tone with the type of text I am reading.  
I can adjust the pace of both oral and silent reading.

### 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 clues and text features 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 and perspective.  
I can identify and analyze the elements of a narrative text.  
I can analyze the author's use of literary devices.  
I can use the main idea and supporting details to analyze, summarize, and construct new ideas from informational text.

### Comprehension (continued)

I can 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 apply what I know about narrative and informational genres to explain and make inferences.  
I can explain 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 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 find information to help me organize and guide my writing and answer questions.  
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 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.  
I can write in a variety of genres, considering my audience.  
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.  
I can listen to others in different situations.  
I can understand information by listening and asking probing questions.

