

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 listen to form a point of view, ask questions, and respond to the speaker.

I can listen to and evaluate the messages being communicated to me based on the clarity, quality, and effectiveness of important points, arguments, and evidence.

Reciprocal Communication

I can have respectful conversations with others.

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

I can ask for and respect diverse perspectives while collaborating.

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 a message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism) while reading, listening, and viewing.

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:



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

Website: www.education.ne.gov/read

© Nebraska Department of Education. This Document may be reproduced without further permission.

The Nebraska Language Arts Standards

A Guide for Nebraska Families



High School

Nebraska High School 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 interpret the meaning of a text in a variety of situations.
I can adjust the pace of both oral and silent reading.
I can understand and recreate the writer's tone and style when I read to myself or in a group.

Vocabulary

I can use voice and tone to interpret the meaning of a text in a variety of situations.
I can adjust the pace of both oral and silent reading.
I can understand and recreate the writer's tone and style when I read to myself or in a group.
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 use the best strategy to figure out the meaning of unknown words.
I can use my knowledge of word relationships to evaluate and defend word choice
I can use print and digital resources to determine what words mean.

Comprehension

I can understand what I read.

Comprehension (continued)

I can evaluate text using author's purpose, perspective, and additional sources.
I can analyze and evaluate the elements of a narrative text.
I can analyze and critique the author's use of literary devices.
I can analyze, summarize, and evaluate informational text to construct new ideas.
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 use evidence from narrative and informational genres to analyze, evaluate, and make inferences.
I can critique how a variety of genres are influenced by society, history, culture, and people.
I can understand how the world works when I read narrative and informational texts.
I can ask and answer different types of questions while analyzing, evaluating, and synthesizing.
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 complex or abstract 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 come up with ideas, organize information, answer any questions, process information, and guide writing.
I can create a draft of my writing.
I can revise my writing to improve it.

Writing Process (continued)

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 and audiences using varied media and technologies.
I can write in a specific genre.
I can choose how to organize my writing based on my purpose.
I can look at examples of writing and use them to create my own writing in a similar format.

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.

