

Curriculum, Instruction, and Innovation Team

Student-Friendly Language Arts Standards for High School

Based upon the 2009 Nebraska State Language Arts 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.

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.

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.

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.

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.

