

Curriculum, Instruction, and Innovation Team

# Student-Friendly Language Arts Standards for Kindergarten

Based upon the 2009 Nebraska State Language Arts Standards



**READING**

LA 0.1	Students will learn and apply reading skills and strategies to comprehend text.	I can understand what I read by using what I have learned.
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**Knowledge of Print**

LA 0.1.1	Knowledge of Print: Students will demonstrate knowledge of the concepts of print.	I can show what I know about books.
LA 0.1.1.a	Identify variations in print (e.g., font, size, bold, italic, upper/lower case)	I can tell the difference between many kinds of letters and words.
LA 0.1.1.b	Explain that the purpose of print is to carry information (e.g., environmental print, names)	I can explain that words on paper tell me something.
LA 0.1.1.c	Demonstrate voice to print match (e.g., student points to print as someone reads)	I can point to words as I read.
LA 0.1.1.d	Demonstrate understanding that words are made up of letters	I can show that words are made up of letters.
LA 0.1.1.e	Identify parts of a book (e.g., cover, pages, title, author, illustrator)	I can find the parts of a book.
LA 0.1.1.f	Demonstrate knowledge that print reads from left to right and top to bottom	I can read from left to right and top to bottom.
LA 0.1.1.g	Identify punctuation (e.g., period, exclamation mark, question mark)	I can identify different punctuation.

**Phonological Awareness (word sounds)**

LA 0.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.	I can tell the different sounds that letters, word parts, and words make.
LA 0.1.2.a	Segment spoken sentences into words	I can tell how many words are in a sentence.
LA 0.1.2.b	Identify and produce oral rhymes	I can identify, say and make rhymes.
LA 0.1.2.c	Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday)	I can say a word by hearing the syllables. I can hear a word and say the syllables.
LA 0.1.2.d	Blend spoken onsets and rimes to form simple words (e.g., v-an, gr-ab)	I can put together beginning sounds with word families.
LA 0.1.2.e	Segment onsets and rimes orally (e.g., v-an, gr-ab)	I can break apart beginning sounds from word families.
LA 0.1.2.f	Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)	I can put sounds together to make words.
LA 0.1.2.g	Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)	I can take sounds apart in words.



**Word Analysis**

LA 0.1.3	Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.	I can use what I know about words to read, write, and spell.
LA 0.1.3.a	Identify upper and lower case letters	I can identify the upper and lower case letters.
LA 0.1.3.b	Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)	I can match letters to sounds.
LA 0.1.3.c	Read at least 25 basic high frequency words from a commonly used list	I can read at least 25 sight* words.
LA 0.1.3.d	Use phonetic knowledge to write (e.g., approximated spelling)	I can use sounds to write words.
LA 0.1.3.e	Recognize known words in connected text (e.g., big book, environmental print, class list, labels)	I can find words I know.
LA 0.1.3.f	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written	I can show how words are the same and different.

**Fluency**

LA 0.1.4	Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.	I can read smoothly and correctly so that it sounds like I am talking.
LA 0.1.4.a	Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)	I can sound like a teacher when I read.
LA 0.1.4.b	Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)	I can repeat what a teacher reads.
LA 0.1.4.c	Read familiar text with others, maintaining an appropriate pace	I can read out loud with others.

**Vocabulary**

LA 0.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	I can learn new words.
LA 0.1.5.a	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)	I can figure out what words mean.
LA 0.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	I can use new words to talk about things in my world.
LA 0.1.5.c	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words	I can find clues to figure out the meaning of new words.



LA 0.1.5.d	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)	I can sort pictures into groups.
LA 0.1.5.e	Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)	I can find the meaning of words by using things in the classroom or by asking someone else.

## Comprehension

LA 0.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	I can understand what I read.
LA 0.1.6.a	Explain that the author and illustrator create books	I can tell who wrote the book and drew the pictures.
LA 0.1.6.b	Identify elements of the story including setting, character, and events	I can name the characters, tell where they are, and tell what happens in a story.
LA 0.1.6.c	Retell information from narrative text including characters, setting, and events	I can retell a story.
LA 0.1.6.d	Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)	I can look for different ways authors use words.
LA 0.1.6.e	Retell main ideas from informational text	I can retell the main ideas from something I read.
LA 0.1.6.f	Identify text features in informational text (e.g., titles, bold print, illustrations)	I can find the text features in nonfiction.
LA 0.1.6.g	Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	I can tell about different kinds of texts.
LA 0.1.6.h	Make connections between characters or events in narrative and informational text, to own life or other cultures	I can connect what I read to myself and other people.
LA 0.1.6.i	Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text	I can ask and answer questions by using what I already know and have read.
LA 0.1.6.j	Identify different purposes for reading (e.g., information, pleasure)	I can tell why I read.
LA 0.1.6.k	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	I can connect what I know to what I read and to the world around me.
LA 0.1.6.l	Make predictions about a text using prior	I can predict what will happen



	knowledge, pictures, and titles	next in the story.
LA 0.1.6.m	Respond to text verbally, in writing, or artistically	I can talk, write or draw about what I have read.

**WRITING**

LA 0.2	Students will learn and apply writing skills and strategies to communicate.	I can write to communicate with others.
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**Writing Process**

LA 0.2.1	Writing Process: Students will use writing to communicate.	I can use the writing process to communicate with others.
LA 0.2.1.a	Demonstrate that writing communicates thoughts and ideas	I can write to share what I am thinking.
LA 0.2.1.b	Apply prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences)	I can plan before I write.
LA 0.2.1.c	Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic	I can start a story by putting my ideas on paper.
LA 0.2.1.d	Revise writing by adding details	I can make my writing better by adding details.
LA 0.2.1.e	Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)	I can make my writing better by fixing my mistakes.
LA 0.2.1.f	Publish a legible document (e.g., handwritten)	I can publish a neat copy of my writing.
LA 0.2.1.g	Print all uppercase and lowercase letters, attending to the form of the letters	I can print uppercase and lowercase letters correctly.

**Writing Genres**

LA 0.2.2	Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.	I can write for many reasons and for different people.
LA 0.2.2.a	Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)	I can write for a certain reason.
LA 0.2.2.b	Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank note)	I can write for different people.

**SPEAKING AND LISTENING**

LA 0.3	Students will learn and apply speaking and listening skills and strategies to communicate.	I can communicate with others by listening and speaking.
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**SPEAKING**

LA 0.3.1.a	Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	I can communicate ideas with my words.
LA 0.3.1.a	Communicate ideas orally in daily classroom activities and routines	I can share my ideas out loud in class.

**Listening**

LA 0.3.2	Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.	I can listen carefully to other people when they are speaking.
LA 0.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)	I can listen to others.
LA 0.3.2.b	Complete a task after listening for information	I can listen and follow directions to do a job.
LA 0.3.2.c	Listen and retell main ideas of information	I can listen and repeat what I heard.

**Reciprocal Communication**

LA 0.3.3	Reciprocal Communication: Students will demonstrate reciprocal communication skills.	I can be kind when talking to others.
LA 0.3.3.a	Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)	I can be careful of the words I choose.
LA 0.3.3.b	Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)	I can pay attention and take turns when I talk to someone.
LA 0.3.3.c	Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)	I can work and play with others.

**MULTIPLE LITERACIES (Electronic Communication)**

LA 0.4	Students will identify, locate, and evaluate information.	I can find information and decide what I think about it.
LA 0.4.1	Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).	I can find information and use it in many ways.
LA 0.4.1.a	Identify resources to find information (e.g., print, electronic)	I can find information in many places.





LA 0.4.1.b	Demonstrate understanding of authorship of print and online resources	I can explain that an author is the owner of what they write.
LA 0.4.1.c	Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g. rules for internet use)	I can be safe when talking to others on the computer.
LA 0.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	I can learn from others using the computer.
LA 0.4.1.e	Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled internet downloads, multimedia presentations)	I can gather and share information with others using the computer.

