

### **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 5 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*



## 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.