

NEBRASKA READING/WRITING STANDARDS

Grades K-12

Adopted by the State Board of Education

September 7, 2001



Beginning with the 2006-07 school year, only those standards denoted by a ★ symbol will be reported at the state level.

<u>Grade Level</u>	<u>Pages</u>
K-1	1-2
4	3-5
8	6-8
12	9-11

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Nebraska Reading/Writing Standards
Grades K-1
With Example Indicators



1.1.1 By the end of first grade, students will read and write using a variety of word recognition strategies at grade one level.

Example indicators:

- Use phonics to read, write, and spell (70 phonograms).
- Use vocabulary knowledge to read unfamiliar words.
- Confirm the accuracy of their reading by using phonics and context clues.

1.1.2 By the end of first grade, students will demonstrate phonological awareness and exhibit knowledge of letters and sounds.

Example indicators:

- Identify lowercase and uppercase letters of the alphabet.
- Identify and generate rhyming words.
- Say the initial, final, or vowel sounds of simple, one-syllable words.
- Separate and blend sounds to read words.

1.1.3 By the end of first grade, students will demonstrate knowledge of the organization of print when reading and writing.

Example indicators:

- Identify the front cover, back cover, and title page of a book.
- Follow pages sequentially when reading a book.
- Follow words from left to right and top to bottom on a printed page.
- Identify print (rather than pictures) as the feature being read.
- Identify roles of author and/or illustrator.



1.1.4 By the end of first grade, students will read and demonstrate comprehension at grade one level, using a variety of strategies.

Example indicators:

- Make predictions based on title, cover, illustrations, and text.
- Retell stories in sequence (beginning, middle, end).
- Identify important story elements (main character, setting, events).
- Connect what is read to real-life experiences (developing a foundation for later literary analysis).
- Distinguish between truth and make-believe in literature.
- Recall details from fiction and nonfiction text.
- Read and explain their own writing and drawing.
- Choose books appropriate for their own interests, purposes, and reading level.
- Define vocabulary from literary selections.

1.1.5 By the end of first grade, students will respond to fiction and non-fiction text through writing, drawing, and verbal responses.

Example indicators:

- Read/listen to a variety of selections.
- Discuss the meaning of the selection.
- Draw pictures and/or write sentences in response to selections.
- Identify ways in which literary selections relate to their own lives.

1.1.6 By the end of first grade, students will print neatly and correctly.

Example indicators:

- Print using appropriate starting points and strokes.
- Print using a left to right, top to bottom progression.
- Print uppercase and lowercase letters with recognizable accuracy and comfort.



1.1.7 By the end of first grade, students will write about familiar experiences, people, objects, or events.

Example indicators:

- Communicate effectively through writing.
- Use correct spelling.
- Use correct grammar.
- Use correct capitalization.
- Use correct punctuation.
- Print their own full names correctly.

1.2.1 By the end of first grade, students will speak in clear, complete, coherent sentences using standard English.

Example indicators:

- Share information, opinions and tell stories.
- Ask questions to gain information.
- Describe people, places, things, location, size, color, shape, and action.
- Recite short poems, rhymes, and songs.
- Use appropriate voice level and intonation when speaking or reading aloud.
- Use the conversational skills of taking turns and staying on topic.

1.3.1 By the end of first grade, students will identify information gained and complete tasks through listening.

Example indicators:

- Follow one- and two-step oral directions.
- Attend to speakers, teachers, and classroom discussions.
- Attend to presentations and demonstrations.
- Identify a purpose for listening.
- Ask for clarification when messages don't make sense.

Nebraska Reading/Writing Standards
Grade 4
With Example Indicators

4.1.1 By the end of the fourth grade, students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.

Example indicators:

- Use phonics and word structure to read.
- Use context clues to confirm the accuracy of their reading.

4.1.2 By the end of the fourth grade, students will demonstrate the use of multiple strategies to increase their vocabulary.

Example indicators:

- Identify and use meanings associated with common prefixes, suffixes, and roots.
- Identify and use antonyms, synonyms, compounds, homophones, and homographs.
- Use a dictionary to learn and confirm word meanings.



4.1.3 By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

Example indicators:

- Identify purpose for reading, recall prior knowledge, and preview illustrations and headings to make predictions.
- Interpret information from diagrams, charts, and graphs.
- Answer literal, inferential/interpretive and critical questions.



4.1.4 By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

Example indicators:

- Use general reference materials (dictionary, thesaurus, encyclopedia, atlas, telephone book, almanac).
- Use electronic resources (CD-ROM, software programs, online resources).
- Use library resources (card or electronic catalog).
- Identify and use parts of a book (title page, table of contents, glossary, index).

4.1.5 By the end of the fourth grade, students will identify and use characteristics to classify different types of text.

Example indicators:

- Distinguish among common forms of literature such as fiction, nonfiction, poetry, and drama.
- Identify characteristics of different types of fiction (folktales, fairytales, tall tales, realistic fiction, science fiction, historical fiction).
- Identify characteristics of different types of nonfiction (autobiography, biography, informational text).



4.1.6 By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.

Example indicators:

- Identify the structure (e.g. beginning, middle, end).
- Identify the elements (e.g. characters, plot, setting, problem, events, solution).
- Identify the literary techniques (e.g. simile, metaphor, onomatopoeia, alliteration, idioms, hyperbole).



4.1.7 By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Example indicators:

- Identify the structure of nonfiction (e.g. question/answer, cause/effect, sequence, comparison/contrast, problem/solution, description).
- Identify organizational elements of nonfiction texts (e.g. headings, subheadings, italics, bold print, captions).
- Ask how, why, and what-if questions in interpreting nonfiction text.
- Distinguish between fact and opinion.
- Follow written directions.



4.1.8 By the end of the fourth grade, students will identify similarities and differences between two fourth grade level reading selections.

Example indicators:

- Compare and contrast reading selections across geographic regions, cultures, and time periods.
- Compare and contrast reading selections to students' present-day lives.

4.2.1 By the end of the fourth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization and spelling.

Example indicators:

- Identify and use correct capitalization, punctuation, spelling, and paragraph indentation.
- Identify and use nouns, verbs, and personal pronouns.

4.2.2 By the end of the fourth grade, students will write paragraphs/reports with focus, related ideas, and supporting details.

Example indicators:

- Use a variety of strategies to generate and organize ideas.
- Write several paragraphs on the same topic.
- Write compositions with a beginning, middle and end.

4.2.3 By the end of the fourth grade, students will revise and edit narrative compositions.

Example indicators:

- Revise to improve organization, content, word choice, voice, and sentence fluency.
- Edit using standard English conventions.
- Use legible cursive writing and/or a word processor when publishing written work.
- Use established criteria to evaluate their own writing.

4.2.4 By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Example indicators:

- Write descriptive and narrative compositions about experiences, stories, people, objects, and events.
- Write poems of varied forms.
- Write letters.

4.2.5 By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.

Example indicators:

- Generate questions in exploration of a topic.
- Record important ideas from information provided by others.
- Use summarization methods including outlining and webbing.

4.3.1 By the end of the fourth grade, students will participate in group discussions by asking questions and contributing information and ideas.

Example indicators:

- Contribute information and ask questions relevant to the topic discussed.
- Use subject-related vocabulary in discussions.
- Provide accurate directions.
- Stay on topic or create appropriate transitions to new topics.
- Gain the floor in appropriate ways.

4.3.2 By the end of the fourth grade, students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.

Example indicators:

- Give oral presentations of prose and poetry with fluency and expression.

4.4.1 By the end of the fourth grade, students will identify information gained and complete tasks through listening.

Example indicators:

- Listen to and follow multiple-step oral directions.
- Use active listening, showing consideration of others' contributions to discussions.

Nebraska Reading/Writing Standards

Grade 8

With Example Indicators



8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

Example indicators:

- Monitor their understanding as they read.
- Interpret information from diagrams, charts, and graphs.
- Answer literal, inferential/interpretive, and critical questions.
- Evaluate information for relevance and accuracy.
- Skim to identify the main idea of a selection.
- Scan to locate specific details.



8.1.2 By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Example indicators:

- Use general reference materials (dictionary, thesaurus, encyclopedia, atlas, telephone book, almanac).
- Use electronic resources (CD-ROM, software programs, online resources).
- Use library resources (card or electronic catalog, periodicals, and other informational text).
- Use multimedia resources (video/audio tapes).

8.1.3 By the end of the eighth grade, students will identify and classify different types of text.

Example indicators:

- Read and distinguish among common forms of literature such as fiction, nonfiction, poetry, and drama.
- Identify characteristics of different types of fiction (legend, myth, fantasy, short story, novels, historical fiction).
- Identify characteristics of different types of nonfiction (autobiography, biography, informational text).
- Identify different types of poetry (narrative, haiku, free verse, ballad, limerick, rhyming, couplets).



8.1.4 By the end of the eighth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.

Example indicators:

- Identify the structure (beginning, middle, end).
- Identify and analyze the elements (characters, setting, plot, conflict, and point of view).
- Identify the literary techniques (foreshadowing, simile, metaphor, personification, idioms, oxymorons, onomatopoeia, alliteration, hyperbole).
- Describe how character traits determine resolution of the conflict.
- Identify directly stated themes in literature.



8.1.5 By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Example indicators:

- Identify the structure of expository text (question/answer, cause/effect, sequence, comparison/contrast, problem/solution, description).
- Identify organizational elements and graphic features of nonfiction texts (headings, subheadings, italics, bold print, captions, charts, tables, cartoons, illustrations).
- Generate how, why, and what-if questions in interpreting nonfiction text.
- Follow written directions in technical reading.

8.1.6 By the end of the eighth grade, students will identify similarities and differences across a variety of eighth grade reading selections.

Example indicators:

- Compare and contrast reading selections across geographic regions, cultures, and time periods.
- Compare and contrast reading selections to students' present-day lives.
- Compare and contrast stories and biographies of historical figures important in the United States and Nebraska.

8.1.7 By the end of the eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.

Example indicators:

- Analyze how a literary work reflects the author's personal history, attitudes, and/or beliefs.
- Analyze how a work can be shown to reflect the period, ideas, customs, and outlooks of a people living in a particular time in history.
- Evaluate information for relevance and accuracy.

8.2.1 By the end of the eighth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

Example indicators:

- Identify and use correct capitalization, punctuation, spelling, and paragraph indentation.
- Identify and use all parts of speech.
- Use a variety of sentence structures.

8.2.2 By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.

Example indicators:

- Use a variety of strategies to generate and organize ideas.
- Write compositions with an introduction, body, and conclusion.
- Select a topic of appropriate breadth for the particular situation.

8.2.3 By the end of the eighth grade, students will revise and edit descriptive compositions.

Example indicators:

- Revise to improve voice, content, organization, word choice, and sentence fluency.
- Edit using standard English conventions.
- Use legible writing and/or a word processor when publishing written work.
- Use established criteria to evaluate their own writing.

8.2.4 By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Example indicators:

- Develop narrative, descriptive, and/or expository/technical writing for a designated audience and purpose.
- Write to describe, explain, and inform.

8.2.5 By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Example indicators:

- Generate questions, take notes, and summarize information gleaned from reference works and experts.
- Use and document references.

8.3.1 By the end of the eighth grade, students will participate in group discussions by asking questions and contributing information and ideas.

Example indicators:

- Contribute knowledge and ask questions relevant to the topic discussed.
- Use subject-related vocabulary in discussions.
- Practice the rules for group discussions.
- Use discussion skills to assume leadership and participant roles.



8.3.2 By the end of the eighth grade, students will use multiple presentation styles for specific audiences and purposes.

Example indicators:

- Use appropriate gestures, vocabulary, pace, volume, eye contact, and visual aids.
- Cite resources.

8.4.1 By the end of the eighth grade, students will identify information gained and complete tasks through listening.

Example indicators:

- Listen to take notes and process information.
- Follow multi-step oral directions.
- Use listening skills in practical settings.
- Adapt listening strategies for specific purposes.

Nebraska Reading/Writing Standards
Grade 12
With Example Indicators



12.1.1 By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Example indicators:

- Read selections to develop and answer literal, inferential/interpretive, and critical questions.
- Interpret information from graphs, charts, and diagrams, such as maps, blueprints, or schematics.
- Answer literal, inferential/interpretive and critical questions.
- Evaluate information for relevance and accuracy.
- Skim and scan for specific purposes.



12.1.2 By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.

Example indicators:

- Use print reference materials (gazetteer, atlas, specialized index, handbook, manual, government document, book of quotations, college and career resources, and citation style manual).
- Use electronic resources (CD-ROM, software, online resources, and multimedia presentation tools).
- Use library resources (card/electronic catalog, bibliography, periodical, and other informational text).
- Identify and gather resources that provide relevant and reliable information.

12.1.3 By the end of the twelfth grade, students will identify and use characteristics to classify different types of text.

Example indicators:

- Read and distinguish among common forms of literature such as fiction, nonfiction, poetry, and drama.
- Identify characteristics of different types of fiction (legend, myth, fantasy, short story, novels, historical fiction).
- Identify characteristics of different types of nonfiction (autobiography, biography, informational text, essay, technical, editorial, diaries, journals, news articles, memoirs).
- Identify different types of poetry (narrative, haiku, free verse, ballad, limerick, rhyming, couplets, sonnet, epic).
- Analyze and evaluate the works of Nebraska authors.

12.1.4 By the end of the twelfth grade, students will analyze literature to identify the stated or implied theme.

Example indicators:

- Identify the ideas the author uses to create the theme.
- Compare works that express a universal theme.



12.1.5 By the end of the twelfth grade, students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.

Example indicators:

- Identify and analyze the elements of fiction (e.g. plot, conflict, theme, point of view, setting, tone, mood, characterization).
- Identify and analyze the techniques of fiction (irony, foreshadowing, symbolism, flashback, metaphor, personification, epiphany, oxymoron, dialect).
- Identify and analyze characteristics of literature such as satire, parody, and allegory, which overlap or cut across the lines of basic genre classifications.



12.1.6 By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Example indicators:

- Analyze the structure of expository text (cause/effect, sequencing, compare/contrast, fact/opinion).
- Analyze who, what, when, where, how, why, what if questions to interpret nonfiction text.
- Analyze information from charts, maps, and graphs.
- Use technical data and procedures found in service manuals, repair manuals, and operators' manuals.

12.1.8 By the end of the twelfth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, and media.

Example indicators:

- Analyze philosophical arguments presented in the piece of writing.
- Analyze the author's political ideology.
- Analyze the impact of the reader's experiences on their interpretations.

12.2.1 By the end of the twelfth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

Example indicators:

- Use correct capitalization, spelling and paragraph indentation.
- Use correct punctuation in sentences with embedded parts (appositives, restrictive and non-restrictive clauses, interruptions, explanatory notes, and examples).
- Use all parts of speech correctly.
- Use a variety of sentence structures.
- Use correct punctuation and capitalization when writing footnotes/endnotes.

12.2.2 By the end of the twelfth grade, students will write compositions with focus, related ideas, and supporting details.

Example indicators:

- Use a variety of strategies to generate and organize ideas.
- Write compositions with an introduction, body, and conclusion.
- Select a topic of appropriate breadth for the particular situation.
- Write narrative, descriptive, and/or expository compositions.
- Cite resources.
- Define plagiarism and fair use standards.

12.2.3 By the end of the twelfth grade, students will revise and edit persuasive compositions.

Example indicators:

- Revise to improve content, organization, word choice, voice, and sentence fluency.
- Edit using standard English conventions in their writing across the curriculum.
- Use legible writing and/or a word processor when publishing written work.
- Individually develop, explain, and use criteria for assessing their own compositions across the curriculum.
- Use established criteria to evaluate their own writing.

12.2.4 By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.

Example indicators:

- Develop narrative, persuasive, descriptive, technical, and/or expository writing for a designated audience and purpose.
- Write to describe, explain, persuade, inform and/or entertain.

12.2.5 By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Example indicators:

- Use their own questions, summaries, notes, and outlines to learn.
- Use their own summaries, notes, and outlines in writing research papers.

12.3.1 By the end of the twelfth grade, students will participate in student directed discussions by eliciting questions and responses.

Example indicators:

- Participate in and lead group discussions.
- Evaluate and monitor self and peer participation in group discussion.



12.3.2 By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.

Example indicators:

- Deliver formal oral presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience.
- Use multimedia to deliver formal presentations.
- Prepare and deliver oral presentations based on inquiry or research.
- Cite resources.
- Follow required time limits and deadlines for preparation and delivery.