

Nebraska Language Arts Standards

Schuyler Community Schools ~ Kindergarten

LA 0.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 0.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.

LA 0.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)

District Objectives: The learner will identify variations in print.

District Tools: The learner will identify variations in print.

LA 0.1.1.b Explain that the purpose of print is to carry information (e.g., environmental print, names)

District Objectives: The learner will explain that the purpose of print is to carry information.

District Tools: Teacher observation.

LA 0.1.1.c Demonstrate voice to print match (e.g., student points to print as someone reads)

District Objectives: The learner will demonstrate voice to print match

District Tools: Teacher observation, DIBELS or Reading Mastery Tests.

LA 0.1.1.d Demonstrate understanding that words are made up of letters

District Objectives: The learner will demonstrate understanding that words are made up of letters.

District Tools: Teacher observation.

LA 0.1.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator)

District Objectives: The learner will identify parts of a book.

District Tools: Teacher created observation checklist.

LA 0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom

District Objectives: The learner will demonstrate knowledge that print reads from left to right and top to bottom.

District Tools: Teacher created observation checklist, DIBELS, Spalding or Reading Mastery Tests.

LA 0.1.1.g Identify punctuation (e.g., period, exclamation mark, question mark)

District Objectives: The learner will identify punctuation.

District Tools: Teacher observation and/or Reading Mastery Tests.

LA 0.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

LA 0.1.2.a Segment spoken sentences into words

District Objectives: The learner will segment spoken sentences into words.

District Tools: Teacher observation.

LA 0.1.2.b Identify and produce oral rhymes

District Objectives: The learner will identify and produce oral rhymes.

District Tools: Teacher observation and/or Reading Mastery.

LA 0.1.2.c Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday)

District Objectives: The learner will blend and segment syllable sounds in spoken words.

District Tools: Teacher observation, DIBELS, Spalding, or Reading Mastery tests.

LA 0.1.2.d Blend spoken onsets and rimes to form simple words (e.g., v-an, gr-ab)

District Objectives: The learner will blend spoken onsets and rimes to form simple words.

District Tools: Teacher observation, DIBELS, Spalding, or Reading Mastery tests.

LA 0.1.2.e Segment onsets and rimes orally (e.g., v-an, gr-ab)

District Objectives: The learner will segment onsets and rimes orally.

District Tools: Teacher observation and/or Reading Mastery.

LA 0.1.2.f Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)

District Objectives: The learner will blend phonemes in spoken words.

District Tools: Teacher observation, DIBELS, Spalding, or Reading Mastery Tests.

LA 0.1.2.g Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)

District Objectives: The learner will segment phonemes in spoken words.

District Tools: Teacher observation, DIBELS, Spalding, or Reading Mastery Tests.

LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.

LA 0.1.3.a Identify upper and lowercase letters

District Objectives: The learner will identify upper and lower case letters.

District Tools: Teacher created observation checklist, Saxon Phonics and/or DIBELS.

LA 0.1.3.b Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)

District Objectives: The learner will match consonant and short vowel sounds to appropriate letters.

District Tools: Teacher observation, DIBELS, Spalding, Saxon Phonics and/or Reading Mastery Tests.

LA 0.1.3.c Read at least 25 basic high frequency words from a commonly used list

District Objectives: The learner will read at least 25 basic high-frequency words from a commonly used list.

District Tools: Teacher created observation checklist, Saxon Phonics and/or Reading Mastery Tests.

LA 0.1.3.d Use phonetic knowledge to write (e.g., approximated spelling)

District Objectives: The learner will use phonetic knowledge to write.

District Tools: Teacher observation, Spalding Saxon Phonics and/or Reading Mastery Tests.

LA 0.1.3.e Recognize known words in connected text (e.g., big book, environmental print, class list, labels)

District Objectives: The learner will recognize known words in connected text.

District Tools: Teacher observation and/or Saxon Phonics.

LA 0.1.3.f Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written

District Objectives: The learner will identify similarities and differences in words when spoken or written.

District Tools: Teacher observation, Spalding, Saxon Phonics and/or Reading Mastery Tests.

LA 0.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.

LA 0.1.4.a Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)

District Objectives: The learner will imitate adult's expression, reflecting meaning with voice.

District Tools: Teacher observation.

LA 0.1.4.b Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)

District Objectives: The learner will imitate repeating language patterns during reading.

District Tools: Teacher observation, Language for Learning, Reading Mastery, or Houghton-Mifflin tests.

LA 0.1.4.c Read familiar text with others, maintaining an appropriate pace

District Objectives: The learner will read familiar text with others maintaining an appropriate pace.

District Tools: Teacher observation, Reading Mastery Checkouts or fluency tests.

LA 0.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)

District Objectives: The learner will examine word structure elements and word patterns to determine meaning.

District Tools: Teacher observation and/or Language for Learning.

LA 0.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

District Objectives: The learner will relate new grade level vocabulary to prior knowledge and use in new situations.

District Tools: Teacher observation and/or Language for Learning.

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

District Objectives: The learner will develop awareness of context clues and text features that may be used to infer the meaning of unknown words.

District Tools: Teacher observation and/or Language for Learning.

LA 0.1.5.d Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)

District Objectives: The learner will identify and sort pictures of objects into conceptual categories.

District Tools: Teacher observation and/or Language for Learning.

LA 0.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)

District Objectives: The learner will determine word meaning using reference material and classroom resources.

District Tools: Teacher observation.

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.

LA 0.1.6.a Explain that the author and illustrator create books

District Objectives: The learner will be able to orally identify the roles of the author and illustrator.

District Tools: Teacher created observation checklist.

LA 0.1.6.b Identify elements of the story including setting, character, and events

District Objectives: The learner will be able to orally identify the elements of the story including setting, character, and events.

District Tools: Teacher created observation checklist.

LA 0.1.6.c Retell information from narrative text including characters, setting, and events

District Objectives: The learner will retell narrative text including characters, setting and events.

District Tools: Teacher created observation checklist. Retelling may include...oral, pictures, role playing, writing, drawing, song etc.

LA 0.1.6.d Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)

District Objectives: The learner will indicate that authors use words in different words.

District Tools: Teacher observation.

LA 0.1.6.e Retell main ideas from informational text

District Objectives: The learner will retell main ideas from informational text.

District Tools: Teacher created observational checklist. Retelling may include...oral, pictures, role playing, writing, drawing, song etc.

LA 0.1.6.f Identify text features in informational text (e.g., titles, bold print, illustrations)

District Objectives: The learner will identify text features in informational text.

District Tools: Teacher observation.

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)

District Objectives: The learner will demonstrate a basic knowledge of familiar narrative and informational text genres.

District Tools: Teacher observation.

LA 0.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures

District Objectives: The learner will make connections between characters or events in narrative and informational text, to own life or other cultures.

District Tools: Teacher observation.

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

District Objectives: The learner will generate and/or answer clarifying questions supporting answers using prior knowledge and information from the text.

District Tools: Teacher observation.

LA 0.1.6.j Identify different purposes for reading (e.g., information, pleasure)

District Objectives: The learner will identify different purposes for reading.

District Tools: Teacher observation.

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

District Objectives: The learner will 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.

District Tools: Teacher observation.

LA 0.1.6.l Make predictions about a text using prior knowledge, pictures, and titles

District Objectives: The learner will make predictions about a text using prior knowledge, pictures, and titles.

District Tools: Teacher observation.

LA 0.1.6.m Respond to text verbally, in writing, or artistically

District Objectives: The learner will respond to text verbally, in writing, or artistically.

District Tools: Teacher observation.

LA 0.2 Students will learn and apply writing skills and strategies to communicate.

LA 0.2.1 Writing Process: Students will use writing to communicate.

LA 0.2.1.a Demonstrate that writing communicates thoughts and ideas

District Objectives: The learner will demonstrate that writing communicates thoughts and ideas.

District Tools: Teacher observation and/or Reading Mastery.

LA 0.2.1.b Apply prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences)

District Objectives: The learner will apply prewriting activities to generate ideas.

District Tools: Teacher observation.

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

District Objectives: The learner will generate representations of ideas, select and organize ideas relevant to a topic.

District Tools: Teacher observation, Journals and/or Reading Mastery.

LA 0.2.1.d Revise writing by adding details

District Objectives: The learner will revise writing by adding details.

District Tools: Teacher observation and/or Journals.

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)

District Objectives: The learner will edit writing for format and conventions.

District Tools: Teacher observation and/or Reading Mastery.

LA 0.2.1.f Publish a legible document (e.g., handwritten)

District Objectives: The learner will publish a legible document.

District Tools: Teacher observation.

LA 0.2.1.g Print all uppercase and lowercase letters, attending to the form of the letters

District Objectives: The learner will print all uppercase and lowercase letters, attending to the form of the letters.

District Tools: Teacher observation, writing assessment, and/or Reading Mastery workbook pages.

LA 0.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.

LA 0.2.2.a Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)

District Objectives: The learner will write for a specific purpose.

District Tools: Teacher observation and/or Journals.

LA 0.2.2.b Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)

District Objectives: The learner will write to known audience or specific reader.

District Tools: Teacher observation.

LA 0.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 0.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

LA 0.3.1.a Communicate ideas orally in daily classroom activities and routines
District Objectives: The learner will communicate ideas orally in daily classroom activities and routines.
District Tools: Teacher observation.

LA 0.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

LA 0.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)
District Objectives: The learner will demonstrate listening skills needed for multiple situations and modalities.
District Tools: Teacher observation and/or Language for Learning.

LA 0.3.2.b Complete a task after listening for information
District Objectives: The learner will complete a task after listening for information.
District Tools: Teacher observation and/or Language for Learning.

LA 0.3.2.c Listen and retell main ideas of information
District Objectives: The learner will listen and retell main ideas of information.
District Tools: Teacher observation and/or Language for Learning.

LA 0.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.

LA 0.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)
District Objectives: The learner will demonstrate awareness of and sensitivity to the use of words.
District Tools: Teacher observation.

LA 0.3.3.b Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)
District Objectives: The learner will demonstrate conversation strategies.
District Tools: Teacher observation.

LA 0.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)

District Objectives: The learner will participate in learning situations.

District Tools: Teacher observation.

LA 0.4 Students will identify, locate, and evaluate information.

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).

LA 0.4.1.a Identify resources to find information (e.g., print, electronic)

District Objectives: The learner will identify resources to find information.

District Tools: Teacher observation

LA 0.4.1.b Demonstrate understanding of authorship of print and online resources

District Objectives: The learner will demonstrate understanding of authorship of print and online resources.

District Tools: Teacher observation

LA 0.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g. rules for internet use)

District Objectives: The learner will demonstrate awareness of safe behaviors when communicating and interacting with others.

District Tools: Teacher observation

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)

District Objectives: The learner will engage in activities with learners from variety of cultures through electronic means.

District Tools: Teacher observation

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)

District Objectives: The learner will gather and share information and opinions as a result of communications with others.

District Tools: Teacher observation