

Correlation  
of  
*Literature and the Language Arts*  
*Exploring Literature*  
Grade 7 – 2<sup>nd</sup> edition  
to the  
Nebraska Reading/Writing Standards

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Nebraska Reading/Writing Standards  
**Grade 7 – Exploring Literature**

### **8.1 Reading**

*The standards for grade 8 presume that basic skills in reading have been taught before grade 4 and that students are independent readers. For those students who are still having difficulty in developing grade level reading skills, teachers should continue to work with students in those areas appropriate to the skills and needs of the individual student.*

*Grades 4 through 8 should continue the emphasis on developing reading skills (skill building) while maintaining the emphasis on expanding the variety and depth of reading experiences.*

*Skill building should continue for all students in the following areas:*

- *Use knowledge of roots and affixes to read specialized vocabulary in the content areas. (514, 660, 872-873)*
- *Use context clues to confirm the accuracy of their reading. (871)*
- *Adjust reading rate based on purposes for reading. (866-871)*
- *Identify words and phrases that are causing comprehension difficulty. (868-873)*
- *Identify meanings associated with prefixes (196), suffixes, and roots to understand specialized vocabulary in the content areas. (514, 660, 872-873)*
- *Identify and use correctly in all content areas words related as antonyms (60, 340, 660, 872), synonyms, compounds (453, 815), homophones, and homographs (872).*
- *Use reference materials, such as a standard dictionary (480, 674, 842, 930) or thesaurus (356, 655, 930), to learn and confirm word meanings (libraries – 929-930; glossary in back of book).*

*In order to expand the variety and depth of the reading experience, students should be assigned regular reading activities from reading lists developed by schools or other recognized sources (reading list – 75, 145, 229, 315, 394, 454, 521, 601, 675, 758, 816, 857).*

#### **8.1.1 By the end of the eighth grade, students will identify the basic facts and essential ideas in what they have read or viewed.**

##### **Student demonstrations:**

- Monitor their understanding as they read. (866-871)
- Draw on strategies such as recalling text (genre) characteristics, generating essential questions (458, 878), and clarifying ideas by rereading and discussing (866-871, 948).
- Identify main ideas and supporting details in eighth-grade level text (aim – 357, 369, 650, 653, 768, 831, 836; theme – 49, 58, 533, 569, 575, 577, 595; point of view – 197, 262, 266, 385, 3920, 405, 415, 555, 567, 780, 789).
- Follow instructions written at an eighth-grade level.
- Interpret information from diagrams (823), charts (314-822), and graphs (822, 870).
- Evaluate information for relevance and accuracy, based on prior knowledge and classroom discussion (distinguishing fact and opinion – 925; background information – 159, 173; collaborative learning – 26, 104, 125, 369, 384, 453, 479, 506, 576, 643, 660, 798, 807, 919).
- Read materials of varying difficulty to find answers to specific questions (868-871).
- Demonstrate comprehension through written and oral responses (writing resource – 874-889; listening critically – 819, 915-916; asking and answering questions – 25, 125, 208, 479, 576, 815; discussion groups – 84, 236, 415, 467, 779).

**8.1.2 By the end of the eighth grade, students will locate, access, and evaluate resources to identify appropriate information.**

**Student demonstrations:**

- Use reference materials such as encyclopedia (74, 596, 842, 913), thesaurus (356, 655, 930), periodicals (48, 261, 480), almanacs (112), and indexes (540).
- Use electronic resources such as CD-ROM and online resources (Internet research – 48, 268, 356, 400, 430, 467, 540, 553, 644, 668, 931).
- Use software programs, such as word processing and multimedia presentation tools (601, 848, 923), to synthesize and present information.
- Use other library resources, such as a card or electronic catalog, to locate and select books and other materials to meet personal interests and learning needs (libraries – 929-930).
- Identify and gather resources that provide relevant and reliable information for research projects (research tools – 545; sources – 458, 554; almanacs – 112; evaluating media sources – 48, 60, 228, 261, 431, 445, 480, 490, 553, 568, 664, 668, 815, 931-935).

**8.1.3 By the end of the eighth grade, students will identify characteristics of different types of text.**

**Student demonstrations:**

- Students will independently read literature written in English, including fiction (532, Unit 8), poetry (610-672, Unit 9), drama(686, Unit 10), and literary nonfiction prose (768, Unit 11).
- Identify and analyze characteristics of four major types of literature: fiction (947), nonfiction (950), poetry (951), and drama (946) (elements of fiction – 532; elements of poetry – 612; elements of nonfiction – 768; elements of drama – 686).
- Explain how an author uses literary form to accomplish a purpose.

**8.1.4 By the end of the eighth grade, students will identify the structure and elements of fiction and provide evidence from the text to support their understanding.**

**Student demonstrations:**

- Locate and analyze (849, 854) elements of plot (27, 41, 532, 541, 553) and characterization (113, 125, 515, 520, 532, 555, 566, 687, 710, 757).
- Describe how qualities of central characters (27, 41, 532, 541, 552, 555, 566) determine resolution of the conflict (4, 24, 515, 520, 687, 757).
- Identify implied or directly stated themes (49, 58, 533, 569, 575, 577, 595) in literature.
- Analyze and evaluate similar themes (49, 58, 533, 569, 575, 577, 595) across a variety of selections, distinguishing theme from topic. (Teacher’s edition has thematic organization chart on pp. T32-T34.)

**8.1.5 By the end of the eighth grade, students will identify and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.**

**Student demonstrations:**

- Identify common expository organizational structures and graphic features to comprehend information in all academic disciplines (organizing ideas – 318, 880; graphic aids – 870; reading for information – 869-871).
- Generate visual organizers to support comprehension of informational text. (Graphic organizers are included with many selections – ex. 175, 207, 227, 357, 383.)

**8.1.6 By the end of the eighth grade, students will identify similar ideas across a variety of narratives and stories.**

**Student demonstrations:**

- Read and compare narratives and stories across geographic regions, cultures, and time periods. (Cultures represented – Chinese, Native American, Canadian, Mexican, African-American, British, Hmong, Armenian, Iraqi, Japanese, Puerto Rican, South African, U.S.. Also various myths)
- Read stories and biographies of historical figures important in the United States and Nebraska (Dust Bowl photos – 838-841; Al Gore – 128-135; Arthur Ashe – 277-291; Roberto Clemente – 296-311; Charles Lindbergh – 433-443; Challenger Disaster – 424-427; Helen Keller – 688-749)

**8.1.7 By the end of the eighth grade, students will interpret the meaning of literary works, nonfiction, films, and media by using different analytic techniques.**

**Student demonstrations:**

- Analyze (849, 854) how a short story, poem, film, or essay can be shown to reflect the author's personal history, attitudes, and beliefs (background information – 159, 173; analyzing – 42, 60, 231, 339, 356, 431, 490, 499, 553, 568, 798, 848; author's purpose – 871).
- 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 (same as above).
- Evaluate information for relevance and accuracy (evaluating media sources – 48, 60, 228, 261, 431, 445, 480, 490, 553, 568, 644, 668, 815, 931-933; distinguishing fact and opinion – 925; listening critically – 819, 915-916).
- Analyze how readers' prior knowledge and experience can influence each reader's perception of a particular text (866-871).

## **8.2 Writing**

**8.2.1 By the end of the eighth grade, students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.**

**Student demonstrations:**

- Identify and use appropriately parts of speech, types of sentences, mechanics, usage, sentence structure and standard English spelling (language, grammar and style – 890-913).

- Use correct capitalization (104), paragraph indentation, usage, sentence structure (26, 446, 629), and standard English spelling (596, 809).

**8.2.2 By the end of the eighth grade, students will write compositions with a clear focus, logically related ideas, and adequate supporting detail.**

**Student demonstrations:**

- Write compositions with a clear focus and supporting ideas (organizing ideas – 318, 880; writing resource – 874-889).
- Explain strategies used to generate and organize their ideas (same as above).

**8.2.3 By the end of the eighth grade, students will demonstrate improvement in organization, content, word choice, voice, sentence fluency, and standard English conventions after revising and editing their compositions.**

**Student demonstrations:**

- Revise their writing to improve organization and word choice after checking the logic underlying the order of their ideas and the precision of their vocabulary (revising – 81, 150, 234, 320, 398, 465, 526, 606, 680, 763, 886-888; order of impression – 397).
- Use knowledge of types of sentences, mechanics, usage, sentence structure, and standard English spelling to edit their writing (language, grammar and style – 890-913).
- Use group-generated criteria for evaluating different forms of writing and explain why these are important before applying them (self and peer evaluation – 79, 148, 232, 319, 398, 461, 524, 604, 679, 760, 885).
- Form and explain their own standards or judgments of quality (same as above).
- Write legibly (n/a).

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

**Student demonstrations:**

- Develop narrative (76, 146, 316, 455, 884), literary, expository (522, 602), and technical writings for specific audiences (77, 148, 232, 317, 396, 456, 602, 677, 761, 875), (writing with a plan – 77, 147, 231, 317, 396, 456, 523, 603, 677, 762, 875).
- Write to describe (395, 884), explain (directions – 837, 848, 939-940), persuade (759), and inform (522, 602).

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

**Student demonstrations:**

- Generate questions, take notes (459, 929), and summarize (137, 445, 674, 837) information gleaned from reference works and experts (libraries – 929-930; almanac – 112; atlases – 540; dictionaries – 480, 674, 842, 930; encyclopedia – 74, 596, 842, 931; periodicals – 48, 261, 480).
- Use and document references appropriately (458-460, 933-936).

## **8.3 SPEAKING**

**8.3.1 By the end of the eighth grade, students will pose questions and contribute their own information or ideas in class discussions in order to acquire new knowledge.**

**Student demonstrations:**

- Use discussion skills to assume leadership and participant roles to complete assigned projects (26, 84, 104, 125, 236, 369, 384, 453, 467, 479, 506, 576, 643, 660, 779, 798, 807, 919).

**8.3.2 By the end of the eighth grade, students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.**

**Student demonstrations:**

- Present similar content for various audiences (peers, parents, younger students), showing appropriate changes in delivery (gestures, vocabulary, pace, visual aids) (elements of communication – 914-915, graphic aids – 870).
- Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats, such as lectures, discussions (26, 84, 104, 125, 236, 369, 384, 453, 467, 479, 506, 576, 643, 660, 779, 798, 807, 919), conversations (915-917), team projects (917-919), presentations (920-923), and interviews (919-920).

## **8.4 LISTENING**

**8.4.1 Apply listening skills in a variety of settings (915-916).**

**8.4.2 Adapt and apply listening strategies to the setting (915-916).**