

Correlation
of
Literature and the Language Arts
Responding to Literature

Grade 8 – 2nd edition

to the
Nebraska Reading/Writing Standards

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Nebraska Reading/Writing Standards
Grade 8 – Responding to 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 (634, 900).*
- *Use context clues to confirm the accuracy of their reading (294, 480, 899).*
- *Adjust reading rate based on purposes for reading (894-899).*
- *Identify words and phrases that are causing comprehension difficulty (899-901).*
- *Identify meanings associated with prefixes, suffixes, and roots to understand specialized vocabulary in the content areas (634, 900-901, 947-948).*
- *Identify and use correctly in all content areas words related as antonyms (900), synonyms (899-900), compounds, homophones, and homographs (900).*
- *Use reference materials, such as a standard dictionary (661, 899-900, 966) or thesaurus (647, 966), to learn and confirm word meanings (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.

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 (894-899).
- Draw on strategies such as recalling text (genre) (987) characteristics, generating essential questions, and clarifying ideas by rereading and discussing (894-899).
- Identify main ideas (911) and supporting details in eighth-grade level text (theme – 5, 35, 52-53, 90, 118-119, 159, 180, 246-247, 301-302, 467, 490-491, 773, 992; thesis – 795, 803, 993; plot – 57, 66, 466, 492, 502, 656, 659, 990).
- Follow instructions written at an eighth-grade level (68, 77, 402, 860, 975-976; filling out forms – 975).
- Interpret information from diagrams (839, 854, 859), charts, and graphs (graphic aids – 898-899).
- Evaluate information for relevance and accuracy, based on prior knowledge and classroom discussion (background information – 861, 867, 983; discussion – 263, 788).
- Read materials of varying difficulty to find answers to specific questions (894-899, 907).
- Demonstrate comprehension through written and oral responses (informative writing – 903; writing resource – 902-914; communication skills – 85, 602, 661, 951-952).

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 (596, 967), thesaurus (647, 966), periodicals, almanacs, and indexes (reference works – 898, 909, 966; library materials – 680, 965-966).
- Use electronic resources such as CD-ROM and online resources (Internet – 78, 238, 454, 839, 868, 898, 967, 971).
- Use software programs, such as word processing and multimedia presentation tools, to synthesize (963) and present information (Internet – 78, 238, 454, 839, 868, 898, 967, 971).
- 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 (library materials – 680, 965-966).
- Identify and gather resources that provide relevant and reliable information for research projects (reference works – 898, 909, 966; researching – 11, 34, 110, 198, 222, 324, 347, 392, 433, 479, 584, 787, 846, 853, 872, 878).

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 (466, 986, Unit 8), poetry (Unit 9), drama (694-985, Unit 10), and literary nonfiction prose (Unit 11).
- Identify and analyze (873, 877, 982) characteristics of four major types of literature: fiction, nonfiction, poetry, and drama (Unit 10).
- Explain how an author uses literary form to accomplish a purpose (thesis – 795, 803, 993; theme – see 8.1.1; aim – 257, 262, 789, 793, 817, 826, 982).

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 elements of plot (57, 66, 466, 492, 502, 656, 659, 990) and characterization (12, 424, 433, 466, 503, 512, 984).
- Describe how qualities of central characters (12, 33, 466, 503, 512, 983-984) determine resolution of the conflict (264, 271, 805, 816, 984, 986, 987).
- Identify implied or directly stated themes in literature (see 8.1.1).
- Analyze and evaluate similar themes across a variety of selections, distinguishing theme (992) from topic. (Teacher's edition has thematic organizational chart – 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 (909-913) and graphic features (898-899) to comprehend information in all academic disciplines (informative writing – 776, 903).
- Generate visual organizers to support comprehension of informational text (Graphic organizers included throughout book – ex. 777, 789, 835).

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 (U.S., African-American, Mexican-American, Native American, Puerto Rican, Chinese-American, British, Indian, Asian-American, Belgian, Palestinian, Irish, Chilean, Norwegian), and time periods (14th, 19th, 20th centuries; legends and folk tales).
- Read stories and biographies of historical figures important in the United States and Nebraska (Lewis and Clark – 124-130; Civil War figures – 186-196; Nelson Mandela – 234; Malcolm X – 258-261; Pecos Bill – 368-374; Paul Bunyon – 378-379; Paul Revere – 604-609; Anne Frank – 702-762).

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 (873, 877, 982) how a short story, poem, film, or essay can be shown to reflect the author's personal history, attitudes, and beliefs (background info – 861, 867, 983; biography – 776-777, 786, 983; autobiography – 257, 262, 776, 983).
- 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 (background info – 861, 867, 983; historical fiction – 185, 197, 468, 987).
- Evaluate information for relevance and accuracy (fact vs. opinion – 596, 804, 961; false arguments – 961; critical thinking – 53, 119, 596).
- Analyze how readers' prior knowledge and experience can influence each reader's perception of a particular text (background info – 861, 867, 983; active reading – 896-897).

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 – 920-949).
- Use correct capitalization, paragraph indentation, usage, sentence structure, and standard English spelling (language, grammar and style – 920-949; sentence variety – 568-569, 684-686; capitalization – 671, 945-947; paragraph – 376, 564, 909-910; spelling – 947-949).

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 (writing resource – 902-919; outline – 512, 913; organization – 909-913; main idea – 911).
- Explain strategies used to generate and organize their ideas (brainstorming – 241-242, 905-906; organization – 909-913).

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 – 50-51, 299, 770, 833, 916-917; self-evaluation – 115, 176-177, 832, 902, 915).
- Use knowledge of types of sentences, mechanics, usage, sentence structure, and standard English spelling to edit their writing (sentences – 11, 48-49, 356-357, 458-459, 595-596, 683-685, 832, 924-931, 940-943; spelling – 947-949).
- Use group-generated criteria for evaluating different forms of writing and explain why these are important before applying them (forms of writing – 904; peer-evaluation – 20, 299, 769, 832, 902, 915).
- Form and explain their own standards or judgments of quality (self-evaluation – 115, 176-177, 832, 902, 915).
- 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 (903-914), literary, expository (903), and technical (830-831) writings for specific audiences (113, 241, 356, 567, 768, 830, 903).
- Write to describe, explain, persuade, and inform.

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 (907), take notes (170-171, 965, 969), and summarize (158, 166, 794) information gleaned from reference works and experts (media sources – 314, 967-969; reference works – 898, 909, 966).
- Use and document (969, 970, 972) references appropriately.

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 (91, 263, 788, 950, 953-954) to assume leadership and participant roles to complete assigned projects (communication skills – 85, 602, 661, 951-952; collaboration – 955; teamwork – 827, 980-981).

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) (communication elements – 950-951; communication skills – 85, 602, 661, 951-952).
- Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats, such as lectures, discussions (263, 788), conversations (953), team projects (935), presentations (434, 959), and interviews (78, 151, 502, 564, 868, 955-956) (reading aloud – 238, 256, 271, 446; speech – 392, 794, 956-957).

8.4 LISTENING

8.4.1 Apply listening skills in a variety of settings (633, 950-952).

8.4.2 Adapt and apply listening strategies to the setting (633, 950-952).