

Correlation  
of  
*Literature and the Language Arts*  
*Experiencing Literature*  
Grade 9 – 2<sup>nd</sup> edition  
to the  
Nebraska Reading/Writing Standards

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Nebraska Reading/Writing Standards  
**Grade 9 – Experiencing Literature**

### **12.1 Reading**

*The standards for grade 1 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 8 through 1 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 (685, 959).*
- *Use knowledge of literary allusions to read and understand word meanings (allusions – 52, 58, 601, 612, 713, 1062)*
- *Adjust reading rate based on purposes for reading (950-956).*
- *Identify words and phrases that are causing comprehension difficulty (953-955).*
- *Identify meanings associated with prefixes (883, 958), suffixes (197, 883, 958), and roots (958) to understand specialized vocabulary in the content areas.*
- *Identify and use correctly in all content areas words with literal and figurative meanings (97, 101, 1069-1070), idioms, and structural patterns of words that indicate different meanings or functions (959).*
- *Use reference materials, such as a standard dictionary (957-958) or thesaurus (1039), 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 (73, 161, 292, 500, 561, 623, 695, 753, 815, 871, 947).*

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

**Student demonstrations:**

- Use and explain a variety of strategies as they comprehend text. (Reading Resource – 950-959)
- Identify main ideas and supporting details in twelfth-grade level text. (main character – 166, 224; main ideas – 970; thesis – 474, 1082)
- Follow instructions written at a twelfth-grade level. (directions – 112, 197, 1052-1053)
- Read materials of varying difficulty to find answers to specific questions. (950-951, 953)
- Interpret information from graphs (507), charts (507), and diagrams (507), such as maps (507, 956), blueprints, or schematics. (graphic aids – 507, 954-957)
- Demonstrate comprehension through written and oral responses. (informative writing – 937-945, 961; informative essay – 745-751; compare/contrast essay – 28; oral report – 594; I-search paper – 686-693; answering questions – 1021)

#### **12.1. By the end of the twelfth grade, students will locate, access, and evaluate resources to identify appropriate information.**

**Student demonstrations:**

- Extend the use of electronic and print reference resources to meet information needs, including the use of such resources as gazetteers, atlases, specialized indexes, bibliographies, periodicals, handbooks, manuals, government documents, books of quotations, and college and career resources. (library materials – 1036-1040; periodicals – 1041-1042; bibliography – 552, 703, 1045-1046; career research – 890)
- Use electronic resources such as CD-ROM and online resources. (Internet – 112, 241, 537, 552, 575, 703, 784, 796, 909, 1040-1041, 1043, 1046; computerized catalogs – 1038)

- Use software programs (505), such as word processing and multimedia (1029) presentation tools, to synthesize (1034) and present information. (Web page design – 483)
- Use other library (1036-1040) resources to select reading materials and resources of interest.
- Identify and gather resources that provide relevant and reliable information for research (796, 890, 1043-1044) projects. (media sources – 16, 1041-1043)

**12.1.3 By the end of the twelfth grade, students will identify, analyze, and apply knowledge of characteristics of different types of text.**

**Student demonstrations:**

- Students will independently read literature written in English, including fiction (Unit 3), poetry (Unit 2), drama (Unit 4), and literary nonfiction prose (Unit 5).
- Compare and contrast (51, 73, 265) the presentation of a similar theme (97, 101, 167, 266, 272, 274, 280, 392, 408, 588, 593, 875, 882, 891, 898, 1081) or topic across types of literature to explain how the type of literature shapes the message. (forms of writing – 961, 962)
- Identify and analyze (745, 967, 974) characteristics of literature such as satire (484, 489, 910, 919), parody (1075), and allegory (87, 90, 1061-1062), that overlap or cut across the lines of basic genre classifications such as poetry (76-79, 632, 637, 1076), prose (1076), drama (1067), novel (164, 1074), short story (164-165, 1079), essay (426, 505, 658, 666, 1069), or editorial (505).

**12.1.4 By the end of the twelfth grade, students will identify, analyze, and apply theme in literature and provide evidence from the text to support their understanding.**

**Student demonstrations:**

- Apply knowledge of the concept that theme (97, 101, 167, 266, 272, 274, 280, 392, 408, 588, 593, 875, 882, 891, 898, 1081) or meaning of a selection may involve several ideas.
- Analyze and compare (51, 73, 265) works that express a universal theme (see above), providing evidence to support ideas. (950-952)
- Apply knowledge of the concept that text can represent a view of life or a comment on life, and locate evidence in the text to support understanding of a theme. (aim – 29, 31, 103, 105, 426, 456, 459, 474, 482, 517, 527, 595, 599, 627, 630, 649, 656, 722, 729, 1061; point of view – 216, 222, 242, 250, 428, 434, 446, 454, 584, 586, 639, 649, 844, 852, 884, 1076; theme – see above)

**12.1.5 By the end of the twelfth grade, students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.**

**Student demonstrations:**

- Locate and analyze such elements in fiction as point of view (see above), foreshadowing (11, 15, 168, 178, 377, 391, 772, 783, 1070), and irony (37, 43, 198, 214, 274, 280, 349, 375, 576, 578, 601, 612, 667, 677, 981-982, 1071-1072).
- Analyze, evaluate, and apply knowledge of how authors use such elements of fiction as point of view, characterization (166, 224, 240, 576, 578, 738, 743, 785, 795, 854, 859, 1064), and irony (see above) for specific rhetorical (1077) and aesthetic purposes.

**12.1.6 By the end of the twelfth grade, students will read, identify, analyze, 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:**

- Analyze and describe the structure and elements of biographical (426) and other nonfictional (426-427, 1074; Unit 5) works.
- Analyze, explain, and evaluate how authors use the elements of nonfiction (426-427, 1074; Unit 5) to achieve their purposes.
- Determine the accuracy, currency and reliability of materials from different sources. (fact vs. opinion – 1031-1032; evaluating media sources – 1042-1043; false arguments – 1032-1033; propaganda – 1032-1033)
- Analyze and apply technical data and procedures found in service manuals, repair manuals and operators' manuals (technical writing – 197, 648; directions – 112, 197, 1052-1053).

**12.1.7 By the end of the twelfth grade, students will read literature written in English, including fiction, poetry, drama, and literary nonfiction prose.  
Student demonstrations:**

- Read and respond to selected works of British literature, written by both men and women (25-26, 168-177, 298-404, 722-728, 785-793, 900-907).
- Read and respond to selected works written by authors (both men and women) of their own and other cultures. (Although selections are mostly by U.S. Authors, other cultures and nations represented are: Greek, Roman, German, North African, Irish, Chilean, Chinese, Columbian, Native American, African-American, Latino, Canadian, Scottish.)
- Analyze and evaluate the works of Nebraska authors. (n/a)

**12.1.8 By the end of the twelfth grade, students will interpret the meaning of literary works, nonfiction, films, and media by using different analytic techniques.  
Student demonstrations:**

- Analyze the aesthetic qualities of works of poetry, drama, fiction, or film. (950-953)
- Present specific evidence from the text to support interpretations. (950-954)
- Analyze philosophical arguments presented in novels, films, plays, essays, or poems. (950-954)
- Analyze an author's political ideology as portrayed in a selected work. (950-954)
- Analyze archetypal patterns found in works of literature or nonfiction. (950-957)
- Analyze the impact of readers' experiences on their interpretations of text. (950-954)

## 12.2 Writing

**12.2.1 By the end of the twelfth 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:**

- Apply all conventions of standard English to writing. (980-1014)

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

**Student demonstrations:**

- Write compositions with a clear focus, adequate detail, and well-developed paragraphs. (960-979; Each unit includes a guided writing section.)
- Evaluate the effectiveness of the strategies they use to generate and organize their ideas. (brainstorm – 964; gathering ideas – 964-969)

**12.2.3 By the end of the twelfth 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 (69, 157, 289, 495-496, 558, 619, 690, 811, 867, 943, 960, 975-976) their writing to improve voice (154, 286, 413, 493, 554-555, 687, 808, 941, 962, 1082), word choice (957, 993), sentence fluency (265, 273, 281, 435, 558-559, 594, 986-993), and subtlety of meaning after rethinking how well they have addressed questions of purpose (426, 961), audience (63, 154, 286, 414, 492, 555, 614, 687, 746, 808, 863, 941, 961-962), and genre.
- Use all conventions of standard English in their writing across the curriculum. (980-1014)
- Individually develop, explain, and use criteria for assessing their own composition work across the curriculum. (self-evaluation – 68-69, 156-157, 288, 415, 494, 557, 617, 690, 749-750, 810, 865, 943, 960, 974-975)
- Revise writing for various publications, such as school newspapers (106, 218, 223, 831) and community publications (241, 460, 473, 638, 713, 801, 1058).

**12.2.4 Students will use a variety of forms to write for different audiences and purposes.**

**Student demonstrations:**

- Develop narrative (678, 861-869, 961, 974), persuasive (491-498, 745-751, 961), descriptive (16, 761, 784, 974), technical (504), and expository (961) compositions for identified audiences.
- Revise writing based on feedback from multiple audiences, such as teachers, peers, family, and business and community members (see above).
- Use and cite appropriate sources in their writing for research purposes. (689-690, 1030-1048)
- Discuss issues and examples of proper citation. (689-690, 1047)
- Demonstrate knowledge of copyright and fair use standards. (1046-1047)

**12.2.5 Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.**

**Student demonstrations:**

- Use their own questions (966), summaries (23, 36, 528), notes (600, 703, 730), and outline (972)s to learn in all content areas.
- Use their own summaries (1036, 1046), notes (1036, 1044), and outlines (972) in writing research papers (796, 890, 1043-1044).

## **12.3 Speaking**

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

**Student demonstrations:**

- Use speaking skills to participate in and lead group discussions (537, 631, 1022-1023, 1059-1060; communication skills – 1015-1016).
- Use speaking skills to assume leadership and participant roles to complete projects. (collaborative learning – 473, 1019-1029, 1059-1060)

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

**Student demonstrations:**

- Deliver formal oral presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience. (1015-1016, 1024-1026)
- Use multimedia to deliver formal presentations. (1029)
- Prepare and deliver oral presentations based on inquiry or research, citing sources used. (1024-1026, 1030-1048)
- Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve the productivity of group discussions. (537, 631, 1022-1023)
- Use verbal and nonverbal strategies to maintain communication. (1015-1016)

## **12.4 Listening**

**12.4.1 Apply listening skills for a variety of purposes.**

**Student demonstrations:**

- Apply listening skills to learn new information from speakers and visual media. (1016-1018)
- Apply listening skills to carry out orders or procedures in a variety of settings. (1016-1018; directions – 112, 197, 1052-1053)
- Apply listening skills to evaluate messages. (1016-1018)