

Curriculum, Instruction, and Innovation Team

Student-Friendly Language Arts Standards for Grade Eight

Based upon the 2009 Nebraska State Language Arts Standards



NEBRASKA
DEPARTMENT OF
EDUCATION

READING

LA 8.1

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

I can understand what I read by applying the skills and strategies I have learned.

Fluency

LA 8.1.4

Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

I can fluently read a variety of grade level texts.

LA 8.1.4.a

Incorporate elements of prosodic reading to communicate text

I can use voice and tone to communicate the meaning of the text I am reading.

LA 8.1.4.b

Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

I can adjust the pace of both oral and silent reading.

LA 8.1.4.c

Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, reader's theatre performances)

I can use expression that matches the tone and style of the text.

Vocabulary

LA 8.1.5

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

I can build and use vocabulary from all subjects.

LA 8.1.5.a

Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

I can apply what I know about the structure of words to understand the vocabulary I use in all subjects.

LA 8.1.5.b

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

I can connect new vocabulary to what I already know and use those words in other situations.

LA 8.1.5.c

Select a context clue strategy to determine meaning of unknown words appropriate to text (e.g., restatement, example, gloss, annotation, sidebar)

I can select and use context clue strategies to figure out the meaning of unknown words.

LA 8.1.5.d

Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)

I can analyze how words are related.

LA 8.1.5.e

Determine meaning using print and digital reference materials

I can use print and digital resources to determine what words mean.



Comprehension

LA 8.1.6

Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

I can understand what I read.

LA 8.1.6.a

Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources

I can analyze text using author's purpose, perspective, and additional sources.

LA 8.1.6.b

Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)

I can identify and analyze the elements of a narrative text.

LA 8.1.6.c

Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)

I can analyze the author's use of literary devices.

LA 8.1.6.d

Summarize, analyze, and synthesize informational text using main idea and supporting details

I can use the main idea and supporting details to analyze, summarize, and construct new ideas from informational text.

LA 8.1.6.e

Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)

I can apply what I know about how informational text is organized to help me understand what it means.

LA 8.1.6.f

Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)

I can analyze and evaluate information from text features.

LA 8.1.6.g

Analyze and make inferences based on the characteristics of narrative and informational genres

I can apply what I know about narrative and informational genres to analyze and make inferences.

LA 8.1.6.h

Analyze a variety of genres for the social, historical, cultural, and biographical influences

I can analyze how text is influenced by society, history, culture, and people.

LA 8.1.6.i

Use narrative and informational text to develop a national and global multi-cultural perspective

I can use what I read to understand the world around me.

LA 8.1.6.j

Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers



I can ask and answer different types of questions while analyzing and synthesizing information and prior knowledge to support my answers.

LA 8.1.6.k

Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)

I can choose a text for a particular task or purpose.

LA 8.1.6.l

Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading

I can use prior knowledge to clarify text, deepen understanding, and make connections while reading.

LA 8.1.6.m

Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

I can self-monitor my comprehension and can use strategies to clarify, confirm, or correct what I am reading.

LA 8.1.6.n

Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text

I can take information from several sources to make meaningful inferences or predictions.

LA 8.1.6.o

Respond to text verbally, in writing, or artistically

I can respond to what I read in different ways.

WRITING

LA 8.2

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

I can write to communicate with others.

Writing Process

LA 8.2.1

Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

I can use the writing process to publish my writing.

LA 8.2.1.a

Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information

I can use prewriting strategies to help me come up with ideas and organize information, guide writing, answer questions, and synthesize information.



LA 8.2.1.b

Generate a draft by:

- Defining and stating a thesis
- Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
- Identifying and using parallelism to present items in a series and items juxtaposed for emphasis

I can create a draft of my writing.

LA 8.2.1.c

Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

I can revise my writing to improve it.

LA 8.2.1.d

Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing

I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.

LA 8.2.1.e

Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

I can edit my writing for format and conventions.

LA 8.2.1.f

Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)

I can publish a legible and well-formatted piece of writing that is easy to understand.

Writing Genres

LA 8.2.2

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

I can write for different purposes and audiences in multiple genres.

LA 8.2.2.a

Write in a variety of genres, considering purpose and audience

I can write in multiple genres for a variety of purposes and audiences.

LA 8.2.2.b

Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog)

I can write in a specific genre.

LA 8.2.2.c

Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)

I can choose how to organize my writing based on my purpose.

LA 8.2.2.d

Analyze models and examples (own and others') of various genres in order to create a similar piece

I can analyze model papers to help me create my own.



SPEAKING AND LISTENING

LA 8.3

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

I can communicate with others by listening and speaking.

Speaking

LA 8.3.1

Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

I can communicate ideas with my words.

LA 8.3.1.a

Communicate ideas and information in a manner appropriate for the purpose and setting

I can communicate information and ideas clearly for different purposes and audiences.

LA 8.3.1.b

Demonstrate and adjust speaking techniques for a variety of purposes and situations

I can adjust my speaking skills for a variety of purpose or situations.

LA 8.3.1.c

Utilize available media to enhance communication

I can use available media to enhance communication.

Listening

LA 8.3.2

Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

I can develop, apply, and refine active listening skills in a variety of situations.

LA 8.3.2.a

Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

I can listen to others in different situations.

LA 8.3.2.b

Listen and ask questions concerning the speaker's content, delivery and purpose.

I can listen and ask questions about the speakers content, delivery, and purpose.

LA 8.3.2.c

Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated

I can listen critically to evaluate the purpose and point of view of what I hear.

Reciprocal Communication

LA 8.3.3

Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

I can have respectful conversations with others.



LA 8.3.3.a

Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)

I can choose my words appropriately, keeping my audience in mind.

LA 8.3.3.b

Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

I can collaborate with others in a learning situation by communicating my ideas and opinions in different ways.

LA 8.3.3.c

Respect diverse perspectives while collaborating and participating as a member of the community

I can respect the different views of others while working in a group.

MULTIPLE LITERACIES (Electronic Communication)

LA 8.4

Students will identify, locate, and evaluate information.

I can identify, locate, and evaluate information

LA 8.4.1

Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

I can find and use information in a variety of media and formats.

LA 8.4.1.a

Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources)

I can select and use resources to ask and answer questions, and decide if the resources are accurate.

LA 8.4.1.b

Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)

I can cite my sources to give credit to the authors.

LA 8.4.1.c

Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

I can practice safe behaviors when I am communicating on the computer.

LA 8.4.1.d

Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

I can use technology to communicate with learners from a variety of cultures.

LA 8.4.1.e

While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

I can evaluate messages that hidden meanings by analyzing product placement, television ads, radio ads, movies, body images, and sexism.



LA 8.4.1.f

Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

I can gather and share information and opinions using technology.

LA 8.4.1.g

Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

I can gather and share information online using social networks and online tools.

