

# Minnesota, Grade 8

Minnesota Strand/Standard	Focus of Minnesota Standard	For More Information
<b>Reading Literature</b>		
4.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	R1 pp. 6–11
4.2.2	Determine the theme or central idea of a text and analyze its development, including its relationship to the characters, setting, and plot; provide an objective summary of the text	R2 pp. 12–19
4.3.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision	R3 pp. 20–25
4.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings	R4 pp. 26–33
4.5.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each contributes to its meaning and style	R5 pp. 34–39
4.6.6	Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor	R6 pp. 40–47
4.7.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful or departs from the text or script	R7 pp. 48–55
4.8.8	NA	
4.9.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional stories, describing how the material is rendered new	R9 pp. 64–71
4.10.10	Read and comprehend literature of appropriate complexity independently with proficiency	R10 pp. 72–77
<b>Read Informational Texts</b>		
5.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	R1 pp. 6–11
5.2.2	Determine the central idea of a text and analyze its development, including its relationship to supporting ideas; provide an objective summary of the text	R2 pp. 12–19
5.3.3	Analyze how a text makes connections among distinctions between individuals, ideas, or events	R3 pp. 20–25
5.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	R4 pp. 26–33
5.5.5	Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept	R5 pp. 34–39
5.6.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints	R6 pp. 40–47
5.7.7	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea	R7 pp. 48–55
5.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reason is sound and the evidence is relevant and sufficient	R8 pp. 56–63
5.9.9	Analyze a case in which two or more texts provide conflicting information on the same topic	R9 pp. 64–71
5.10.10	Read and comprehend appropriately complex literary nonfiction, informational, and functional texts independently and proficiently	R10 pp. 72–77
<b>Writing</b>		
7.1.1	Write arguments to support claims with clear reasons and relevant evidence	W1 pp. 82–89
7.2.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly	W2 pp. 90–99
7.3.3	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and well-structured event sequences	W3 pp. 100–109
7.4.4	Produce writing in which the development, organization, and style are appropriate to the task, purpose, and audience	W4 pp. 110–115
7.5.5	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 pp. 116–121
7.6.6	Use technology to produce and publish writing, link to and cite sources; interact and collaborate with others	W6 pp. 122–127

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<b>Writing</b>		
7.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related questions for further investigation	W7 pp. 128–133
7.8.8	Gather information from print and digital sources; assess the credibility of sources; quote or paraphrase while avoiding plagiarism and following a standard format for citation	W8 pp. 134–139
7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research	W9 pp. 140–147
7.10.10	Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences	W10 pp. 148–153
<b>Speaking, Viewing, Listening, and Media Literacy</b>		
9.1.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly	SL1 pp. 158–163
9.2.2	Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation	SL2 pp. 164–169
9.3.3	Delineate a speaker's argument and specific claims evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced	SL3 pp. 170–175
9.4.4	Present claims and findings, emphasizing salient points in a focused coherent manner; use appropriate eye contact, adequate volume, and clear pronunciation	SL4 pp. 176–181
9.5.5	Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and findings, and add interest	SL5 pp. 182–187
9.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate	SL6 pp. 188–193
9.7.7	NA	
9.8.8	NA	
<b>Language</b>		
11.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 198–203
11.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 204–209
11.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	L3 pp. 210–215
11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 216–221
11.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 pp. 222–227
11.6.6	Acquire and use accurately general academic, and domain-specific words and phrases	L6 pp. 228–233
<b>Literacy in History/Social Studies</b>		
12.1.1	Cite textual evidence to support analysis of primary and secondary sources	R1 pp. 6–11
12.2.2	Determine the central ideas or information of a primary or secondary source; provide an objective summary	R2 pp. 12–19
12.3.3	Identify key steps in a text's description of a process related to history/social studies	R3 pp. 20–25
12.4.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to history/social studies	R4 pp. 26–33
12.5.5	Describe how a text presents information	R5 pp. 34–39
12.6.6	Identify aspects of a text that reveal an author's point of view or purpose	R6 pp. 40–47
12.7.7	Integrate visual information with other information in print and digital texts	R7 pp. 48–55
12.8.8	Distinguish among fact, opinion, and reasoned judgment in a text	R8 pp. 56–63
12.9.9	Analyze the relationship between a primary and secondary source on the same topic	R9 pp. 64–71
12.10.10	Read and comprehend history/social studies texts of appropriate complexity independently with proficiency	R10 pp. 72–77
<b>Reading Science/Technical Subjects</b>		
13.1.1	Cite textual evidence to support analysis of science and technical texts	R1 pp. 6–11
13.2.2	Determine the central ideas or conclusions of a text; provide an objective summary	R2 pp. 12–19

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<b>Reading Science/Technical Subjects</b>		
13.3.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks	R3 pp. 20–25
13.4.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases	R4 pp. 26–33
13.5.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole	R5 pp. 34–39
13.6.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment	R6 pp. 40–47
13.7.7	Integrate quantitative or technical information expressed in words with a version of the information expressed visually	R7 pp. 48–55
13.8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text	R8 pp. 56–63
13.9.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic	R9 pp. 64–71
13.10.10	Read and comprehend appropriately complex science/technical texts independently and proficiently	R10 pp. 72–77
<b>Writing History/Social Studies, Science and Technical Subjects</b>		
14.1.1	Write arguments based on discipline-specific content	W1 pp. 82–89
14.2.2	Write informative/explanatory texts including the narration of historical events, scientific procedures/experiments, or technical processes	W2 pp. 90–99
14.3.3	NA	
14.4.4	Produce writing in which the development, organization, and style are appropriate to the task, purpose, and audience	W4 pp. 110–115
14.5.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 pp. 116–121
14.6.6	Use technology to produce and publish writing as well as to interact with others; demonstrate keyboarding skills	W6 pp. 122–127
14.7.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	W7 pp. 128–133
14.8.8	Gather information from print and digital sources; assess the credibility of sources; quote or paraphrase while avoiding plagiarism and providing basic bibliographic information	W8 pp. 134–139
14.9.9	Draw evidence from informational texts to support analysis, reflection, and research	W9 pp. 140–147
14.10.10	Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences	W10 pp. 148–153