

Main Criteria: Minnesota Academic Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 8

Correlation Options: Show Correlated

Minnesota Academic Standards

Language Arts

Grade: 8 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**      **MN.8.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND      8.4.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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**CONTENT STANDARD / DOMAIN**      **MN.8.4. Reading Benchmarks: Literature 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	8.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
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INDICATORS 8.4.10.10. Self-select texts for personal enjoyment, interest and academic tasks.  
OF PROGRESS a.

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INDICATORS OF PROGRESS 8.4.10.10 Read widely to understand multiple perspectives and pluralistic viewpoints.  
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**CONTENT STANDARD / DOMAIN MN.8.7. Writing Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	8.7.3.3.	<b>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

INDICATORS OF PROGRESS 8.7.3.3.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

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**CONTENT STANDARD / DOMAIN MN.8.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	8.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATORS OF PROGRESS      8.9.1.1.a.      Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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INDICATORS OF PROGRESS      8.9.1.1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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INDICATORS OF PROGRESS      8.9.1.1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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INDICATORS OF PROGRESS 8.9.1.1.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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**CONTENT STANDARD / DOMAIN** MN.8.11. Language Benchmarks 6-12

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	8.11.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATORS OF PROGRESS 8.11.1.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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INDICATORS 8.11.1.1.b Form and use verbs in the active and passive voice.  
OF PROGRESS .

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INDICATORS 8.11.1.1.d Recognize and correct inappropriate shifts in verb voice and mood.  
OF PROGRESS .

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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	8.11.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 8.11.2.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

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INDICATORS OF PROGRESS 8.11.2.2.c Spell correctly.

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**CONTENT STANDARD / DOMAIN** MN.8.11. Language Benchmarks 6-12

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	8.11.4.4	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

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INDICATORS      8.11.4.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)  
OF PROGRESS      as a clue to the meaning of a word or phrase.

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INDICATORS 8.11.4.4. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and  
OF PROGRESS c. digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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INDICATORS OF PROGRESS 8.11.4.4. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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**CONTENT STANDARD / DOMAIN** MN.8.11. Language Benchmarks 6-12

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	8.11.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.</b>

INDICATORS OF PROGRESS 8.11.5.5.b . Use the relationship between particular words to better understand each of the words.

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**CONTENT STANDARD / DOMAIN** MN.8.11. Language Benchmarks 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 8.1.1.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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