

# Main Criteria: Structure and Style for Students Year 3 Level B

## Secondary Criteria: Minnesota Academic Standards

### Subject: Language Arts

Grade: 8

### Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

### Minnesota Academic Standards

#### Language Arts

Grade 8 - Adopted: 2020

##### CONTENT STANDARD / DOMAIN

Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.

##### CONTENT STANDARD / DOMAIN

Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.

##### CONTENT STANDARD / DOMAIN

Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	8.1.5.1.	Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.
INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
INDICATORS OF PROGRESS	8.1.6.3.	Analyze a case in which two or more texts, including one text by or about Dakota and Anishinaabe people or other diverse cultures, provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.
CONTENT STANDARD / DOMAIN		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Poetry Week 20, p. 209-214

**Minnesota Academic Standards****Language Arts**

Grade 8		
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	8.1.5.1.	Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.
INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.

INDICATORS OF PROGRESS	8.1.6.3.	Analyze a case in which two or more texts, including one text by or about Dakota and Anishinaabe people or other diverse cultures, provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
Poetry Week 21, p. 215-220		

# Minnesota Academic Standards

## Language Arts

Grade 8 - Adopted: 2020

### CONTENT STANDARD / DOMAIN

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

### INDICATORS OF PROGRESS

8.1.2.2.

At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.

### CONTENT STANDARD / DOMAIN

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

### INDICATORS OF PROGRESS

8.1.4.2.

Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.

### CONTENT STANDARD / DOMAIN

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

### INDICATORS OF PROGRESS

8.1.5.1.

Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).

### CONTENT STANDARD / DOMAIN

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
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INDICATORS OF PROGRESS	8.1.6.3.	Analyze a case in which two or more texts, including one text by or about Dakota and Anishinaabe people or other diverse cultures, provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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## Minnesota Academic Standards

## Language Arts

Grade 8 - Adopted: 2020

## CONTENT STANDARD / DOMAIN

## Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

## INDICATORS OF PROGRESS

## 8.1.2.2.

At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.

## CONTENT STANDARD / DOMAIN

## Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

## INDICATORS OF PROGRESS

## 8.1.4.2.

Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.

## CONTENT STANDARD / DOMAIN

## Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

## INDICATORS OF PROGRESS

## 8.1.5.1.

Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).

## CONTENT STANDARD / DOMAIN

## Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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<b>INDICATORS OF PROGRESS / STRAND</b>	R6.	<b>Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>
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INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
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INDICATORS OF PROGRESS	8.1.6.3.	Analyze a case in which two or more texts, including one text by or about Dakota and Anishinaabe people or other diverse cultures, provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.
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**CONTENT STANDARD / DOMAIN** Grade 8

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Reading</b>
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INDICATORS OF PROGRESS / STRAND	R8.	<b>Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>
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INDICATORS OF PROGRESS	8.1.8.1.	Analyze the impact of specific word choices on meaning and tone of literary text, including analogies or allusions to other texts.
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**CONTENT STANDARD / DOMAIN** Grade 8

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
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INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
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INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN** Grade 8

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
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INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
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INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Writing
<b>INDICATORS OF PROGRESS / STRAND</b>	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
<b>INDICATORS OF PROGRESS</b>	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
<b>INDICATORS OF PROGRESS</b>	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

Response to Literature Week 23, p. 227-236

**Minnesota Academic Standards****Language Arts****Grade 8 - Adopted: 2020****CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
<b>INDICATORS OF PROGRESS</b>	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
<b>INDICATORS OF PROGRESS</b>	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
<b>INDICATORS OF PROGRESS</b>	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.

INDICATORS OF PROGRESS	8.1.4.3.	Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.5.1.	Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.8.1.	Analyze the impact of specific word choices on meaning and tone of literary text, including analogies or allusions to other texts.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
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INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Timed Essay Week 24, p. 237-238

**Minnesota Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2020**

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R4.	<b>Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>
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INDICATORS OF PROGRESS	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
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INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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**Unit 1: Note Making and Outlines Week 01, p. 9-16**

**Minnesota Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2020**

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
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INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.
INDICATORS OF PROGRESS	8.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.
INDICATOR	8.3.1.1.a.	elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.
INDICATORS OF PROGRESS	8.3.2.1.	Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone, and identify impact in communicating with others, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI3.	Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.
INDICATORS OF PROGRESS	8.3.3.1.	Communicate claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, valid reasoning and carefully selected details, in a variety of presentation styles, following ethical and safe communication practices.
INDICATORS OF PROGRESS	8.3.3.2.	Create and share, individually or in a collaborative group, a persuasive multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.

Unit 2: Writing from Notes Week 02, p. 17-32

## Language Arts

Grade 8 - Adopted: 2020

### CONTENT STANDARD / DOMAIN

Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

### INDICATORS OF PROGRESS

8.1.2.2.

At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.

### CONTENT STANDARD / DOMAIN

Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

### INDICATORS OF PROGRESS

8.1.4.2.

Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.

### INDICATORS OF PROGRESS

8.1.4.4.

Analyze how a text makes connections between individuals, events or concepts in informational text.

### CONTENT STANDARD / DOMAIN

Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

### INDICATORS OF PROGRESS

8.2.1.1.

Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.

### INDICATORS OF PROGRESS

8.2.1.3.

Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.

### CONTENT STANDARD / DOMAIN

Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
CONTENT STANDARD / DOMAIN	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / DOMAIN	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Writing
<b>INDICATORS OF PROGRESS / STRAND</b>	W8.	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
<b>INDICATORS OF PROGRESS</b>	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

**Unit 3: Retelling Narrative Stories Week 03, p. 33-42****Minnesota Academic Standards****Language Arts****Grade 8 - Adopted: 2020****CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	R2.	<b>Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>
<b>INDICATORS OF PROGRESS</b>	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	R4.	<b>Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>
<b>INDICATORS OF PROGRESS</b>	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
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INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
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INDICATORS OF PROGRESS	8.1.5.1.	Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).
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CONTENT STANDARD / DOMAIN	Grade 8
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
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CONTENT STANDARD / DOMAIN	Grade 8
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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CONTENT STANDARD / DOMAIN	Grade 8
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
<b>INDICATORS OF PROGRESS</b>	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
<b>INDICATORS OF PROGRESS</b>	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>
<b>INDICATORS OF PROGRESS</b>	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>
<b>INDICATORS OF PROGRESS</b>	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
<b>INDICATORS OF PROGRESS</b>	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>Unit 3: Retelling Narrative Stories Week 04, p. 43-48</b>		

**Minnesota Academic Standards****Language Arts****Grade 8 - Adopted: 2020**

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Reading</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	R2.	<b>Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>
<b>INDICATORS OF PROGRESS</b>	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Reading</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	R4.	<b>Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>
<b>INDICATORS OF PROGRESS</b>	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
<b>INDICATORS OF PROGRESS</b>	8.1.4.3.	Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Reading</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	R5.	<b>Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>
<b>INDICATORS OF PROGRESS</b>	8.1.5.1.	Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Reading</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	R6.	<b>Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>

INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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<b>INDICATORS OF PROGRESS / STRAND</b>	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>
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INDICATORS OF PROGRESS	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>
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INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**Unit 4: Summarizing a Reference Week 05, p. 49-60**

**Minnesota Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2020**

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Reading</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	R2.	<b>Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>
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INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Reading</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	R4.	<b>Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>
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INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
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INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Unit 4: Summarizing a Reference Week 06, p. 61-72

**Minnesota Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2020**

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
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INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
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INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
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INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
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INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
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INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>

INDICATORS OF PROGRESS	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	W8.	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>

INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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**Minnesota Academic Standards****Language Arts****Grade 8 - Adopted: 2020****CONTENT STANDARD / DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

## INDICATORS OF PROGRESS

## 8.1.5.3.

Compare and contrast the ideas/information conveyed through illustrations, graphics and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance.

**CONTENT STANDARD / DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Writing
<b>INDICATORS OF PROGRESS / STRAND</b>	W1.	<b>Foundations of Writing:</b> Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

## INDICATORS OF PROGRESS

## 8.2.1.1.

Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.

## INDICATORS OF PROGRESS

## 8.2.1.3.

Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.

**CONTENT STANDARD / DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Writing
<b>INDICATORS OF PROGRESS / STRAND</b>	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>

## INDICATORS OF PROGRESS

## 8.2.2.1.

Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.

**CONTENT STANDARD / DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

Unit 5: Writing from Pictures Week 08, p. 83-92

**Minnesota Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2020**

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.5.3.	Compare and contrast the ideas/information conveyed through illustrations, graphics and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W5.</b>	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>

**INDICATORS  
OF PROGRESS****8.2.5.1.**

Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W6.</b>	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>
<b>INDICATORS OF PROGRESS</b>	<b>8.2.6.1.</b>	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
<b>INDICATORS OF PROGRESS</b>	<b>8.2.6.2.</b>	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

Unit 6: Summarizing Multiple References Week 09, p. 93-110

**Minnesota Academic Standards****Language Arts****Grade 8 - Adopted: 2020****CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Reading</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>R2.</b>	<b>Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>
<b>INDICATORS OF PROGRESS</b>	<b>8.1.2.1.</b>	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.
<b>INDICATORS OF PROGRESS</b>	<b>8.1.2.2.</b>	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Reading</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	R4.	<b>Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>
<b>INDICATORS OF PROGRESS</b>	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
<b>INDICATORS OF PROGRESS</b>	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Reading</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	R9.	<b>Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>
<b>INDICATORS OF PROGRESS</b>	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
<b>INDICATORS OF PROGRESS</b>	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
<b>INDICATORS OF PROGRESS</b>	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.
INDICATORS OF PROGRESS	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Unit 6: Summarizing Multiple References Week 10, p. 111-118

**Minnesota Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2020**

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	8.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.
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INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
CONTENT STANDARD / DOMAIN	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	<b>Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>
INDICATORS OF PROGRESS	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
CONTENT STANDARD / DOMAIN	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>

<b>INDICATORS OF PROGRESS</b>	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
<b>INDICATORS OF PROGRESS</b>	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>

<b>INDICATORS OF PROGRESS</b>	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>

<b>INDICATORS OF PROGRESS</b>	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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<b>INDICATORS OF PROGRESS</b>	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	W7.	<b>Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>

INDICATORS OF PROGRESS	8.2.7.1.	Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.
INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Writing</b>
INDICATORS OF PROGRESS / STRAND	W8.	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

**Unit 7: Inventive Writing Week 11, p. 119-126**

**Minnesota Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2020**

CONTENT STANDARD / DOMAIN	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Reading</b>
INDICATORS OF PROGRESS / STRAND	R4.	<b>Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>
INDICATORS OF PROGRESS	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Writing</b>
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W2.</b>	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>

**INDICATORS  
OF PROGRESS****8.2.2.1.**

Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>

**INDICATORS  
OF PROGRESS****8.2.3.1.**

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.

**INDICATORS  
OF PROGRESS****8.2.3.2.**

Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W5.</b>	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>

**INDICATORS  
OF PROGRESS****8.2.5.1.**

Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W6.</b>	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

**Unit 7: Inventive Writing Week 12, p. 127-134**

**Minnesota Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2020**

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	<b>Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>
INDICATORS OF PROGRESS	8.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.
INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	<b>Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>

INDICATORS OF PROGRESS	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	<b>Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>

INDICATORS OF PROGRESS	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

INDICATORS OF PROGRESS	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
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**CONTENT STANDARD / DOMAIN**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Unit 7: Inventive Writing Week 13, p. 135-138

**Minnesota Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2020**

**CONTENT STANDARD / DOMAIN**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT STANDARD / DOMAIN**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
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**CONTENT STANDARD / DOMAIN**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
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CONTENT STANDARD / DOMAIN	Grade 8
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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CONTENT STANDARD / DOMAIN	Grade 8
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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Unit 8: Formal Essay Models Week 14 , p. 139-146

## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 8
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

<b>INDICATORS OF PROGRESS / STRAND</b>	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>
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INDICATORS OF PROGRESS	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>
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INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	W7.	<b>Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>
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INDICATORS OF PROGRESS	8.2.7.1.	Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.
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INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
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**CONTENT STANDARD / DOMAIN** **Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	W8.	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
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INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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# Minnesota Academic Standards

## Language Arts

Grade 8 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	8.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.
INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
INDICATORS OF PROGRESS	8.1.4.3.	Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.
INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	<b>Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>
INDICATORS OF PROGRESS	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>
INDICATORS OF PROGRESS	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	<b>Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>
INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

<b>INDICATORS OF PROGRESS / STRAND</b>	W8.	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
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INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	8.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W1.</b>	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

<b>INDICATORS OF PROGRESS</b>	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
<b>INDICATORS OF PROGRESS</b>	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W2.</b>	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>

<b>INDICATORS OF PROGRESS</b>	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>

<b>INDICATORS OF PROGRESS</b>	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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<b>INDICATORS OF PROGRESS</b>	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W5.</b>	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>

INDICATORS OF PROGRESS	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	8.2.7.1.	Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.
INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

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## Minnesota Academic Standards

### Language Arts

CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Writing</b>
INDICATORS OF PROGRESS / STRAND	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>
INDICATORS OF PROGRESS	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Writing</b>
INDICATORS OF PROGRESS / STRAND	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Writing</b>
INDICATORS OF PROGRESS / STRAND	W8.	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

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## Minnesota Academic Standards

### Language Arts

CONTENT STANDARD / DOMAIN			Grade 8
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading	
INDICATORS OF PROGRESS / STRAND	R2.	Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	
INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.	
CONTENT STANDARD / DOMAIN			Grade 8
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading	
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	
INDICATORS OF PROGRESS	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.	
INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.	
INDICATORS OF PROGRESS	8.1.4.3.	Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.	
CONTENT STANDARD / DOMAIN			Grade 8
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading	
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	
INDICATORS OF PROGRESS	8.1.5.1.	Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).	
CONTENT STANDARD / DOMAIN			Grade 8
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading	

<b>INDICATORS OF PROGRESS / STRAND</b>	R6.	<b>Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>
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INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
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INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>
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INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
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INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>

INDICATORS OF PROGRESS	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
INDICATORS OF PROGRESS	8.2.5.2.	Write to respond to a literary text, demonstrating understanding of style, mood and tone (e.g., writing personal reactions, analysis, and interpretation of text).

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.