

8th Grade		
Strand	Code	Benchmark
Reading	8.1.2.1	Read independently and self-monitor understanding of grade-level text and independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.
Reading	8.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 8 text complexity.
Reading	8.1.2.3	Locate, select, and read texts that address personal identity and intersectionality, utilizing various search methods.
Reading	8.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
Reading	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.
Reading	8.1.4.2	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
Reading	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.
Reading	8.1.4.4	Analyze how a text makes connections between individuals, events, or concepts, in informational text.
Reading	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).

Reading	8.1.5.2	Analyze the informational text structure (including, but not limited to, cause/effect, problem/solution, and proposition/support) highlighting the role that a particular sentence or paragraph has in developing and refining a key concept.
Reading	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.
Reading	8.1.6.1	Analyze how an author, including Dakota and Anishinaabe authors, develops the point of view and identity of the character to enrich a text.
Reading	8.1.6.2	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels including describing how the material is rendered new.
Reading	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.
Reading	8.1.7.1	Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant/irrelevant and sufficient.
Reading	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.
Reading	8.1.8.2	Analyze the impact of specific word choices on meaning and tone of a variety of academic, technical, and domain-specific words and phrases in informational text.
Reading	8.1.9.1	Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives.
Reading	8.1.9.2	Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources related to task and purpose. (e.g., purpose/motive of author or source)
Writing	8.2.1.1	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.

Writing	8.2.1.2	Use nouns, verbs, adjectives, adverbs, and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, and building on skills from previous years.
Writing	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 audiovisual elements) when applicable.
Writing	8.2.2.2	Write to reflect how personal perspective and identity have developed in relation to social or cultural groups.
Writing	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.
Writing	8.2.3.2	Use words, phrases, and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Writing	8.2.4.1	Write to argue, clarifying the relationship among claims and evidence in both argument and counter-argument, building on skills from previous years.
Writing	8.2.4.2	Write to persuade, clarifying the relationship between opinions and supporting facts, building on skills from previous years.
Writing	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 utilizing organization strategies common in a variety of text structures, building on skills from previous years.  1. Use precise, domain-specific vocabulary
Writing	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)
Writing	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.
Writing	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.

Writing	8.2.7.1	Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.
Writing	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)
Writing	8.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism.
Listening, Speaking, Viewing, and Exchanging Ideas (LSVEI)	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. <ul style="list-style-type: none"> <li>1. Elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented.</li> <li>2. Use tools to collaborate with others in both synchronously and asynchronously.</li> <li>3. Work toward a shared goal.</li> </ul>
LSVEI	8.3.1.2	Ask questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations and ideas, demonstrating preparation for the discussion.
LSVEI	8.3.1.3	Adapt speech, writing, or communications by utilizing constructive feedback from self and others.
LSVEI	8.3.2.1	Use vocabulary, language, structure, and features of spoken language to establish personal voice, style, and tone, and impact in communicating with others, considering audience and context.
LSVEI	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.
LSVEI	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.*