

Main Criteria: National Theatre for Children
Secondary Criteria: Minnesota Academic Standards, Common Core State Standards
Subject: Language Arts
Grades: 6, 7, 8

National Theatre for Children

What YOU can do to conserve energy

Common Core State Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.6	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A-Literacy.R L.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	CCSS.EL A-Literacy.R L.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.6	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R L.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A-Literacy.R I.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	CCSS.EL A-Literacy.R I.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL	Determine the meaning of words and phrases as they are used in a text, including

	A-Literacy.R I.6.4	figurative, connotative, and technical meanings
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / DOMAIN	CCSS.EL A-Literacy. W.6	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A-Literacy. W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.EL A-Literacy. W.6.9a	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.6	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .6	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A-Literacy.L .6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.EL A-Literacy.L .6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.EL A-	Language Standards

	Literacy.L .6	
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards

Language Arts

Grade 7 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R L.7	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R L.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R L.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
STANDARD	CCSS.EL A- Literacy.R L.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.7	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.7	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
STANDARD	CCSS.EL A- Literacy.R I.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.7	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND / DOMAIN	CCSS.EL A-Literacy.S L.7	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .7	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A-Literacy.L .7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.EL A-Literacy.L .7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .7	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD	CCSS.EL A- Literacy.R L.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R L.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

	L.8.1c	
EXPECTATION	CCSS.EL A- Literacy.S L.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4 a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.EL A- Literacy.L .8.4 d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.4.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.4.2.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.4.3.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD / DOMAIN	MN.6.4.	Reading Benchmarks: Literature 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	6.4.10.10 .	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
INDICATORS OF PROGRESS	6.4.10.10 .a.	Self-select texts for personal enjoyment, interest and academic tasks.
INDICATORS OF PROGRESS	6.4.10.10 .b.	Read widely to understand multiple perspectives and pluralistic viewpoints.

CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD / DOMAIN	MN.6.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.6.7.	Writing Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	6.7.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	6.7.9.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STANDARD / DOMAIN	MN.6.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	6.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	6.9.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT	MN.6.11.	Language Benchmarks 6-12

STANDARD / DOMAIN		
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	6.11.4.4. a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	6.11.4.4. d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.6.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Minnesota Academic Standards

Language Arts

Grade 7 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.7.4.	Reading Benchmarks: Literature 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	7.4.1.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	7.4.2.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
INDICATORS OF PROGRESS / STRAND	7.4.3.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT STANDARD / DOMAIN	MN.7.4.	Reading Benchmarks: Literature 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.4.10.10 .	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
INDICATORS OF PROGRESS	7.4.10.10 .a.	Self-select texts for personal enjoyment, interest and academic tasks.
INDICATORS OF PROGRESS	7.4.10.10 .b.	Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.7.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	7.5.1.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATORS OF PROGRESS / STRAND	7.5.2.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
INDICATORS OF PROGRESS / STRAND	7.5.3.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD / DOMAIN	MN.7.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	7.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD / DOMAIN	MN.7.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.5.10.10.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS	7.5.10.10.a.	Self-select texts for personal enjoyment, interest and academic tasks.
CONTENT STANDARD / DOMAIN	MN.7.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	7.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	7.9.1.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	7.9.1.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	7.9.1.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
INDICATORS OF PROGRESS	7.9.1.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD / DOMAIN	MN.7.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	7.11.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	7.11.4.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	7.11.4.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.7.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR /		Vocabulary Acquisition and Use

DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	7.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Minnesota Academic Standards

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Grade 8 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.8.4.	Reading Benchmarks: Literature 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	8.4.1.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / DOMAIN	MN.8.4.	Reading Benchmarks: Literature 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	8.4.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / DOMAIN	MN.8.4.	Reading Benchmarks: Literature 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	8.4.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
INDICATORS OF PROGRESS	8.4.10.10.a.	Self-select texts for personal enjoyment, interest and academic tasks.
INDICATORS OF PROGRESS	8.4.10.10.b.	Read widely to understand multiple perspectives and pluralistic viewpoints.
CONTENT STANDARD / DOMAIN	MN.8.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	8.5.1.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATORS OF PROGRESS / STRAND	8.5.2.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN	MN.8.5.	Reading Benchmarks: Informational Text 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	8.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT	MN.8.9.	Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12

STANDARD / DOMAIN		
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	8.9.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	8.9.1.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATORS OF PROGRESS	8.9.1.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATORS OF PROGRESS	8.9.1.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATORS OF PROGRESS	8.9.1.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / DOMAIN	MN.8.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	8.11.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATORS OF PROGRESS	8.11.4.4. a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	8.11.4.4. d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MN.8.11.	Language Benchmarks 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	8.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.