

**Pine City Junior Senior High School**  
**Career and College Readiness Core Standards**  
**Grade 8 Benchmarks**

Course:

Teacher:

<b>Anchor Standard</b>	<b>Benchmark (Informational Text)</b>	<b>Classroom Applications of Standard/Benchmark</b>
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>In science, the text is presenting factual information, what we do is to check for student comprehension of this information; we use the following strategies:</p> <ul style="list-style-type: none"> <li>● Students will perform laboratory experiments. These experiments are designed to demonstrate, or codify the theories and facts students were presented with.</li> <li>● We also require students to support their conclusions and observations via laboratory reports or other manner of visual presentations.</li> </ul>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Determine a theme or central idea of a text, including those by and about Minnesota American Indians, 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.</p>	<p>The texts we use in science do not contain a central idea or theme; instead, our text consists of chapters with key ideas or topics.</p> <p>A central point in science is the inter-relationship that exists between the chapters in our text and between all sciences in general. The central ideas between chapters is summarized by:</p> <ul style="list-style-type: none"> <li>● Using previously learned information, to support new concepts, theories, or more detailed analysis of basic concepts.</li> <li>● Using previously learned information to anticipate or predict events or outcomes.</li> </ul>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>As previously mentioned, scientific ideas do not stand alone, science is cross-disciplinary. This is demonstrated by:</p> <ul style="list-style-type: none"> <li>● The use of chemistry and biology in Earth Science.</li> <li>● When we describe an idea or concept we present it in such a manner as to demonstrate how that idea relates to the other sciences, and often to their daily experiences.</li> </ul>

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<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>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.</p>	<p>The learning of science requires students to learn an entirely new vocabulary. The new vocabulary is not limited to simple words, it can also include technical meanings. This new vocabulary is presented in a variety of methods, such as:</p> <ul style="list-style-type: none"> <li>● Vocabulary word lists.</li> <li>● Requiring students to use vocabulary words and meanings in technical writings.</li> <li>● Requiring students to understand that there are certain prefixes that are commonly used and that these prefixes are interdisciplinary.</li> </ul>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>Science texts are arranged in chapter form, with each chapter being divided into a number of sections. These individual sections are interrelated. In science we:</p> <ul style="list-style-type: none"> <li>● Cover each section individually, and show how it relates to previously covered sections.</li> <li>● Instructors present relevant portions of the section and analyze the implications of the section in class.</li> <li>● We also have students individually read the section and then explain what concepts the author was attempting to explain.</li> <li>● We also have students work in groups, discussing the section and its implications.</li> </ul>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>School science texts present well established facts, so this core standard cannot be readily addressed. We do, on occasion, use other resources, magazine articles, movies, etc., to discuss controversial issues. The discussion of these issues is extremely limited so as not to infringe upon the beliefs of individual students or their family.</p>

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8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Science texts present information that is considered to be factual in nature. Students are presented this information, however, they are encouraged to question this information. This is done by:

- Open class discussion. Any fact should be able to stand up to rigorous scrutiny.
- Information is presented to students in a logical, organized manner, If a student has issues with a particular statement then the teacher must re-present the information in a logical argument.
- Students are encouraged to question that which they are presented.

***\*Benchmarks assessed at classroom level only are not included on this graphic organizer.***