Indiana English/Language Arts Content Connectors

Grade 8

Reading Comprehension RC

1 **Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)** 8.RC.1

- a Use at least two pieces of strong textual evidence that support what a text says explicitly and/or to draw inferences. (E) 8.RC.1A

2 **Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)** 8.RC.2

- a Provide a summary of a piece of literature, including at least two details, that show how the characters, setting, and/or plot relate to the development of the story's theme or central idea. (E) 8.RC.2A

3 **Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style. (E)** 8.RC.3

- a Compare or contrast the structure of two works of literature that deal with similar themes or topics; evaluate how differing structures may affect the overall meaning. (E) 8.RC.3A

4 **Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.** 8.RC.4

- a Explain how a central idea in a text is developed, including its relationship to supporting ideas, and summarize the text. 8.RC.4A

5 **Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.** 8.RC.5

- a Identify an author's perspective or purpose in a text and explain how the author acknowledges or responds to conflicting evidence or viewpoints. 8.RC.5A

6 **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. (E)** 8.RC.6

- a Identify an argument or specific claims in a text, and evaluate whether the reasoning is sound or the evidence is relevant and sufficient; note any instances of irrelevant evidence. (E) 8.RC.6A

Skip to main content

nalyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or

interpretation. 8.RC.7

a Compare how at least two texts provide conflicting information about the same topic, and identify where the texts disagree on matters of fact or interpretation. 8.RC.7A

8 Use context to determine or clarify the meaning of words and phrases. 8.RC.8

a Use context clues to determine the meaning of unknown words and phrases. (E) 8.RC.8A

9 Distinguish among the connotations of words with similar denotations. 8.RC.9

a Determine the connotative meanings of words with similar denotations. 8.RC.9A

10 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 8.RC.10

a Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., precede, recede, secede). 8.RC.10A

11 Interpret figures of speech (e.g., verbal irony, puns) in context. 8.RC.11

a Explain the meanings of figures of speech (e.g., verbal irony, puns) used in context. 8.RC.11A

Writing W

1 Write arguments in a variety of forms that: a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a consistent style and tone appropriate for the purpose and audience. e. Provide a concluding statement or section that follows and supports the argument presented. (E) 8.W.1

a Write an argument that: a. Introduces at least one claim, acknowledges an alternate or opposing claim, and organizes the reasons and evidence logically. b. Supports at least one claim with at least three clear reasons and/or relevant evidence from more than two accurate and credible sources. c. Uses language that is appropriate to the purpose and the audience. d. Uses at least three transitions to create cohesion and clarify and connect the claim(s), counterclaim(s), reasoning, and evidence. e. Provides a concluding statement that relates to the argument. (E) 8.W.1A

2 Write informative compositions in a variety of forms that: a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and

Skip to main content

redundancy. e. Establish and maintain a style appropriate for the purpose and audience. f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E) 8.W.2

a Write an informative piece that: a. Introduces a topic in a way that previews what is to follow, and organizes ideas, concepts, and information into categories. b. Develops the topic with at least three relevant facts, definitions, concrete details, quotations, or other information and examples from at least three different sources or texts. c. Uses at least three transitions to connect ideas and concepts. d. Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. e. Uses language that is appropriate to the purpose and audience and content-specific vocabulary to help express ideas precisely. f. Provides a concluding statement related to the information or explanation presented. (E) 8.W.2A

3 **Write narrative compositions in a variety of forms that: a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide an ending that follows and reflects on the narrated experiences or events. (E)** 8.W.3

a Write a narrative that: a. Introduces a narrator and/or characters in a way that establishes the point of view and context for the reader. b. Organizes a sequence of events (e.g., conflict, climax, resolution) that unfolds naturally and logically, using transition words, phrases, and clauses to signal shifts from one time frame or setting to another. c. Uses at least three narrative techniques, such as dialogue, pacing, and/or description, to develop experiences, events, or characters. d. Uses relevant descriptive details and/or sensory language to capture the action and describe experiences and events. e. Provides an ending that follows and reflects on the narrated experiences or events. (E) 8.W.3A

4 **Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative: a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults. b. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.** 8.W.4

Skip to main content

a Apply the writing process to all formal writing: a. Plan by generating and recording ideas for writing through discussions, pictures, drawings, and/or provided reference materials about a topic or experience; b. Select a topic, purpose, and genre; c. Develop drafts in written form and revise writing using appropriate reference materials; d. Use varied forms of provided feedback and strengthen writing by rewriting or trying a new approach; e. With some support from peers and/or adults, edit writing for conventions, clarity, and coherence; and f. Use available and familiar technology to gather information, interact and collaborate with others, produce and publish writing, and/or link to resources. 8.W.4A

5 **Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively, and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. (E)** 8.W.5

a Conduct research to build knowledge about the research process and the topic under study. a. Formulate a research question (e.g., "In what ways do honey bees help the environment?"). b. Identify relevant information from at least three sources and create at least five annotations. c. Assess the credibility or accuracy of each source. d. Quote or paraphrase the information or conclusions of others. e. Use assistive technology or tools to avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. (E) 8.W.5A

6 **Demonstrate command of English grammar and usage, focusing on: a. Verbs – Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)** 8.W.6

a Correctly apply English grammar and usage, focusing on: a. Verbs - Identifying at least two verbals (e.g., gerunds, participles, infinitives) in text; forming active or passive voice; recognizing or correcting inappropriate shifts in verb voice. (E) 8.W.6A

7 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on: a. Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)** 8.W.7

a Apply capitalization, punctuation, and spelling conventions, focusing on: a. Correct use of capitalization throughout writing. b. Punctuation – Using commas, ellipses, and/or dashes to indicate a pause or break. c. Spelling – Using assistive technology or tools for spell checking. (E) 8.W.7A

Communication and Collaboration CC

1 **Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)** 8.CC.1

Skip to main content

a Participate in collaborative discussions (one-on-one, in groups, and/or teacher-led) by making at least three comments on instructional-level topics, texts, or issues that build on the ideas of others. (E) 8.CC.1A

2 **Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)** 8.CC.2

a Ask at least two questions that prompt others to elaborate, and provide relevant responses to questions or comments from others including evidence, observations, or ideas. (E) 8.CC.2A

3 **Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.** 8.CC.3

a Acknowledge new information expressed by others, and consider whether or not it relates to or mirrors one's own view(s). When warranted, qualify or justify personal views in reference to the evidence presented. 8.CC.3A

4 **Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.** 8.CC.4

a Demonstrate an understanding of information presented in three different forms of media and/or formats (e.g., visually, quantitatively, orally) by explaining the motives (e.g., social, commercial, political) behind the presentation. 8.CC.4A

5 **Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.** 8.CC.5

a Identify a speaker's argument and specific claims, and evaluate the soundness of reasoning, relevance, and sufficiency of the supporting evidence; identify when irrelevant evidence is introduced. (E) 8.CC.5A

6 **Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.** 8.CC.6

a Present on a claim and findings in a focused manner using at least three pieces of relevant evidence, sound valid reasoning, and/or well-chosen details to emphasize key points. 8.CC.6A

7 **Develop engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.** 8.CC.7

a Develop presentations that include more than two multimedia components (e.g., graphics, images, music, sound) and/or visual displays to clarify information, strengthen claims or evidence, and/or add interest. 8.CC.7A

Skip to main content

dentify and analyze persuasive and propaganda techniques used in visual and erbal messages by electronic, print, and mass media, and identify false or

misleading information. (E) 8.CC.8

a Identify and explain persuasive or propaganda techniques used in at least two different forms of media, and identify false or misleading information. (E) 8.CC.8A