



**Content Connectors aligned to the
Indiana Academic Standards
English Language Arts Grade 8**

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Indiana Academic Standards	Content Connectors
8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, Student interact with texts proficiently and independently.	8.RL.1.a.1: Read a variety of literature
8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	8.RL.2.1.a.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly.
	8.RL.2.1.a.2: Refer to details and examples in the text when making inferences.
	8.RL.2.1.a.3: Determine which piece(s) of evidence most strongly support analysis of a work of literature.
8.RL.2.2: 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.	8.RL.2.2.a.1: Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.
	8.RL.2.2.a.2: Provide a detailed summary of a text.
8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	8.RL.2.3.a.1: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character or provoke a decision.
8.RL.3.1: 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.	8.RL.3.1.a.1: Compare and contrast the structure of two or more related works of literature.
	8.RL.3.1.a.2: Analyze and evaluate how the differing structure of each text contributes to its meaning and style.
8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	8.RL.3.2.a.1: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.
8.RL.4.1: Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	
8.RL.4.2: Analyze how works of literature draw on and transform earlier texts.	8.RL.4.2.a.1: Analyze how works of literature draw on and transform earlier texts.
8.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, Student interact with texts proficiently and independently.	8.RN.1.a.1: Read a variety of nonfiction texts.



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8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	8.RN.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.
	8.RN.2.1.a.2: Refer to details and examples in a text when making inferences.
8.RN.2.2: 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.RN.2.2.a.1: Analyze the development of the central ideas over the course of the text, including its relationship to supporting ideas.
	8.RN.2.2.a.2: Provide a detailed, objective summary of the text.
8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.	8.RN.2.3.a.1: Analyze how a text makes connections and distinctions among individuals, events, and ideas.
8.RN.3.2: 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.	8.RN.3.2.a.1: Analyze in detail the structure of a specific paragraph in a text.
	8.RN.3.2.a.2: Analyze the role of particular sentences in developing and refining a key concept.
8.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	8.RN.3.3.a.1: Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
8.RN.4.1: 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.	8.RN.4.1.a.1: Evaluate the claim or argument to determine if it is supported by evidence.
	8.RN.4.1.a.2: Assess whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8.RN.4.2: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	
8.RN.4.3: Analyze 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.RN.4.3.a.1: Analyze 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.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.RV.1.a.1: Use general academic and content-specific words and phrases accurately.
8.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	8.RV.2.1.a.1: Use context to determine or clarify the meaning of words and phrases.
8.RV.2.3: Distinguish among the connotations of words with similar denotations.	8.RV.2.3.a.1: Distinguish among the connotations of words with similar



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	denotations.
8.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	8.RV.2.4.a.1: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
8.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	8.RV.2.5.a.1: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
	8.RV.2.5.a.2: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
	8.RV.2.5.a.3: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8.RV.3.1.a.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.
	8.RV.3.1.a.2: Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction 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.	8.RV.3.2.a.1: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
	8.RV.3.2.a.2: Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RV.3.3: Interpret figures of speech (e.g. verbal irony, puns) in context.	8.RV.3.3.a.1: Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.
8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	8.W.1.a.1: Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.
8.W.3.1: Write arguments in a variety of forms that – <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 	8.W.3.1.a.1: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	8.W.3.1.a.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.



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<ul style="list-style-type: none"> ● Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented. 	8.W.3.1.a.3: Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	8.W.3.1.a.4: Establish and maintain a consistent style and tone appropriate to purpose and audience.
	8.W.3.1.a.5: Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
	8.W.3.1.a.6: Provide a concluding statement or section that follows from and supports the argument presented.
<p>8.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> ● 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 aiding comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented. 	8.W.3.2.a.1: 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 aiding comprehension.
	8.W.3.2.a.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
	8.W.3.2.a.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	8.W.3.2.a.4: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
	8.W.3.2.a.5: Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
	8.W.3.2.a.6: Establish and maintain a consistent style and tone appropriate to purpose and audience.



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	8.W.3.2.a.7: Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p>8.W.3.3: Write narrative compositions in a variety of forms that – Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>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.</p> <p>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Provide an ending that follows from and reflects on the narrated experiences or events.</p>	8.W.3.3.a.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters .
	8.W.3.3.a.2: 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.
	8.W.3.3.a.3: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
	8.W.3.3.a.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
	8.W.3.3.a.5: Provide an ending that follows from and reflects on the narrated experiences or events.
<p>8.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> ● Plan and develop; draft; revise 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. ● Use technology to interact and collaborate with others to generate, produce, 	8.W.4.a.1: Edit and revise work.
	8.W.4.a.2: With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.



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and publish writing and present information and ideas efficiently.	8.W.4.a.3: Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).
8.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none"> ● Formulate a research question. ● Gather relevant information from multiple sources, using search terms effectively, and annotate sources. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and follow a standard format for citation. ● Present information, choosing from a variety of formats. 	8.W.5.a.1: Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
	8.W.5.a.2: Formulate a research question, and gather relevant information from multiple using search terms effectively, and annotate sources.
	8.W.5.a.3: Assess the credibility and accuracy of each source.
	8.W.5.a.4: Quote or paraphrase the information and conclusions of others.
	8.W.5.a.5: Avoid plagiarism and follow a standard format for citation.
	8.W.5.a.6: Present information, choosing from a variety of formats.
8.W.6.1: Demonstrate command of English grammar and usage, focusing on:	
8.W.6.1b: Verbs – Explaining the function of verbals (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.	8.W.6.1b.a.1: Explain the function of verbals.
	8.W.6.1b.a.2: Use active and passive verbs in writing.
	8.W.6.1b.a.3: Recognize and correct inappropriate shifts in verb voice.
8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
8.W.6.2b: Punctuation – <ul style="list-style-type: none"> ● Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission. 	8.W.6.2b.a.1: Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
8.SL.1: Listen actively and adjust the use of spoken language (e.g.,	



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conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	
8.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	8.SL.2.1.a.1: Discuss how own view or opinion changes using new information provided by others.
8.SL.2.2: Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	
8.SL.2.3: Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
8.SL.2.4: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
8.SL.2.5: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.	8.SL.2.5.a.1: Use information and feedback to refine understanding.
	8.SL.2.5.a.2: Use information and feedback to clarify meaning for readers.
	8.SL.2.5.a.3: Discuss how own view or opinion changes using new information provided by others.
8.SL.3.1: 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.SL.3.1.a.1: Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
	8.SL.3.1.a.2: Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
	8.SL.3.1.a.3: Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.
8.SL.3.2: 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.SL.3.2.a.1: Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
	8.SL.3.2.a.2: Identify when irrelevant evidence is introduced within an argument.
8.SL.4.1: 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	8.SL.4.1.a.1: Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.



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pronunciation.	8.SL.4.1.a.2: Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.
8.SL.4.2: Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.	8.SL.4.2.a.1: Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.
8.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	
8.ML.2.1: Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.	8.ML.2.1.a.1: Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media.
8.ML.2.2: Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	