



Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>READING: Literature</b>			
<b>8.RL.1:</b> Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.		<b>RL.10:</b> 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.	<i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact proficiently and independently at the high end of the range of complexity by the end of grade 8.</i>
<b>8.RL.2.1:</b> Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.		<b>RL.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>8.RL.2.2:</b> 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.	<b>8.3.5:</b> Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.	<b>RL.2:</b> 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.	<i>IAS 2014 shifts the focus from identifying the theme or central idea to analyzing how it is developed over the course of the text and increases the expectation by requiring students to write a detailed summary that supports the analysis.</i>
<b>8.RL.2.3:</b> 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.	<b>8.3.2:</b> Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.	<b>RL.3:</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	
<b>8.RL.2.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>			

<p><b>8.RL.3.1:</b> Compare and contrast the structure of two or more related works of literature (e.g., <i>similar topic or theme</i>) and analyze and evaluate how the differing structure of each text contributes to its meaning and style.</p>	<p><b>8.3.1:</b> Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).</p>	<p><b>RL.5:</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p><i>IAS 2014 increases the expectation by requiring evaluation in addition to analysis as well as clarifies the expectation by requiring students to compare and contrast related works.</i></p>
<p><b>8.RL.3.2:</b> Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.</p>	<p><b>8.3.7:</b> Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</p> <p><b>8.3.8:</b> Contrast points of view — such as first person, third person, third person limited and third person omniscient, and subjective and objective — in narrative text and explain how they affect the overall theme of the work.</p>	<p><b>RL.6:</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p><i>IAS 2014 integrates multiple IAS 2006 expectations and broadens the scope of the analysis beyond consideration of the author alone.</i></p>
<p><b>8.RL.4.1:</b> 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.</p>		<p><b>RL.7:</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	
<p><b>8.RL.4.2:</b> Analyze how works of literature draw on and transform earlier texts.</p>	<p><b>8.3.7:</b> Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</p>	<p><b>RL.9:</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p><i>IAS 2014 broadens the scope of the INCC 2010 expectation, moving beyond modern works of fiction and specific texts such as the Bible.</i></p>

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<b>READING: <i>Nonfiction</i></b>			
<b>8.RN.1:</b> Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.		<b>RI.10:</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	<i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact proficiently and independently at the high end of the range of complexity by the end of grade 8.</i>
<b>8.RN.2.1:</b> Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<b>8.2.9:</b> Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.	<b>RI.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>8.RN.2.2:</b> 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.		<b>RI.2:</b> 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.	<i>IAS 2014 shifts the focus from identifying the central idea to analyzing how it is developed over the course of the text and increases the expectation by requiring students to write a detailed summary.</i>
<b>8.RN.2.3:</b> Analyze how a text makes connections and distinctions among individuals, events, and ideas.	<b>8.2.6:</b> Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text.	<b>RI.3:</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<i>IAS 2014 does not include the “e.g.”; this broadens the scope of possibilities for application of the standard.</i>
<b>8.RN.3.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
<b>8.RN.3.2:</b> 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.	<b>8.2.7:</b> Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents).	<b>RI.5:</b> 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.	
<b>8.RN.3.3:</b> Determine an author’s perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or perspectives.	<b>8.2.2:</b> Analyze text that uses proposition (statement of argument) and support patterns.	<b>RI.6:</b> 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.	
<b>8.RN.4.1:</b> Delineate and evaluate the argument and specific claims in a text,	<b>8.2.6:</b> Evaluate the logic (inductive or deductive argument), internal	<b>RI.8:</b> 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.	consistency, and structural patterns of text.	assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	
<b>8.RN.4.2:</b> Evaluate the advantages and disadvantages of using different mediums (e.g., <i>print or digital text, video, multimedia</i> ) to present a particular topic or idea.		<b>RI.7:</b> Evaluate the advantages and disadvantages of using different mediums (e.g., <i>print or digital text, video, multimedia</i> ) to present a particular topic or idea.	
<b>8.RN.4.3:</b> 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.	<b>8.2.3:</b> Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.	<b>RI.9:</b> 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.	

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<b>READING: Vocabulary</b>			
<p><b>8.RV.1:</b> 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.</p>		<p><b>L.6:</b> 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.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that refers to content-specific rather than domain-specific words and phrases.</i></p>
<p><b>8.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases.</p>	<p><b>8.1.3:</b> Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.</p>	<p><b>L.4a:</b> 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.</p>	
<p><b>8.RV.2.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p><b>8.RV.2.3:</b> Distinguish among the connotations of words with similar denotations.</p>		<p><b>L.5c:</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p><i>IAS 2014 does not include the "e.g."; this broadens the scope of possibilities for application of the standard.</i></p>
<p><b>8.RV.2.4:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>		<p><b>L.4b:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	
<p><b>8.RV.2.5:</b> 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.</p>		<p><b>L.4c:</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><i>IAS 2014 increases the expectation by requiring students to select appropriate reference materials, moving beyond consultation.</i></p>

<p><b>8.RV.3.1:</b> 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.</p>	<p><b>8.1.1:</b> Analyze idioms and comparisons — such as analogies, metaphors, and similes — to infer the literal and figurative meanings of phrases.</p> <p><b>8.3.6:</b> Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer’s style and use those elements to interpret the work.</p>	<p><b>RL.4:</b> 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.</p>	<p><i>IAS 2014 increases the expectation by requiring students to analyze rather than determine word and phrase meanings.</i></p>
<p><b>8.RV.3.2:</b> 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.</p>	<p><b>8.1.1:</b> Analyze idioms and comparisons — such as analogies, metaphors, and similes — to infer the literal and figurative meanings of phrases.</p>	<p><b>RI.4:</b> 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><b>8.RV.3.3:</b> Interpret figures of speech (e.g., <i>verbal irony, puns</i>) in context.</p>	<p><b>8.1.1:</b> Analyze idioms and comparisons — such as analogies, metaphors, and similes — to infer the literal and figurative meanings of phrases.</p>	<p><b>L.5a:</b> Interpret figures of speech (e.g., <i>verbal irony, puns</i>) in context.</p>	

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<b>WRITING</b>			
<p><b>8.W.1:</b> 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.</p>	<p><b>8.5.7:</b> Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</p>	<p><b>W.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.9a:</b> Apply grade 8 Reading standards to literature</p> <p><b>W.9b:</b> Apply grade 8 Reading standards to literary nonfiction</p> <p><b>W.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard for the range of writing students should be able to do, including drawing evidence from literature and nonfiction texts.</i></p>
<p><b>8.W.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p><b>8.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use effective transitions to create cohesion and clarify the relationships</li> </ul>	<p><b>8.4.2:</b> Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.</p> <p><b>8.4.3:</b> Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.</p> <p><b>8.5.2:</b> Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate careful reading and insight into interpretations.</li> </ul>	<p><b>W.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.1a:</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>W.1b:</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p><i>IAS 2014 requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a “formal” style.</i></p>

<p>among claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>• connect response to the writer’s techniques and to specific textual references.</li> <li>• make supported inferences about the effects of a literary work on its audience.</li> <li>• support statements with evidence from the text.</li> </ul> <p><b>8.5.4:</b> Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>• include a well-defined thesis that makes a clear and knowledgeable appeal.</li> <li>• present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals.</li> <li>• provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.</li> </ul> <p><b>8.4.10:</b> Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p><b>8.7.13:</b> Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>• include a well-defined thesis (position on the topic).</li> <li>• differentiate fact from opinion and support arguments with detailed</li> </ul>	<p><b>W.1c:</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>W.1d:</b> Establish and maintain a formal style.</p> <p><b>W.1e:</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	
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	<p>evidence, examples, reasoning, and persuasive language.</p> <ul style="list-style-type: none"> <li>anticipate and effectively answer listener concerns and counterarguments through the inclusion and arrangement of details, reasons, examples, and other elements.</li> <li>maintain a reasonable tone.</li> </ul>		
<p><b>8.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>	<p><b>8.4.2:</b> Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.</p> <p><b>8.5.2:</b> Write responses to literature that:</p> <ul style="list-style-type: none"> <li>demonstrate careful reading and insight into interpretations.</li> <li>connect response to the writer’s techniques and to specific textual references.</li> <li>make supported inferences about the effects of a literary work on its audience.</li> <li>support statements with evidence from the text.</li> </ul> <p><b>8.5.5:</b> Write technical documents that:</p> <ul style="list-style-type: none"> <li>identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization’s constitution or guidelines.</li> </ul>	<p><b>W.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W.2a:</b> 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.</p> <p><b>W.2b:</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>W.2c:</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>W.2d:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><i>IAS 2014 requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a “formal” style.</i></p>

<ul style="list-style-type: none"> <li>• Establish and maintain a style appropriate to the purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>• include all the factors and variables that need to be considered.</li> <li>• use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension.</li> </ul> <p><b>8.4.10:</b> Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p><b>8.7.11:</b> Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> <li>• interpret a reading and provide insight.</li> <li>• connect personal responses to the writer’s techniques and to specific textual references.</li> <li>• make supported inferences about the effects of a literary work on its audience.</li> <li>• support judgments through references to the text, other works, other authors, or personal knowledge.</li> </ul>	<p><b>W.2e:</b> Establish and maintain a formal style.</p> <p><b>W.2f:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>W.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	
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<p><b>8.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>• Organize an event sequence (e.g., <i>conflict, climax, resolution</i>) 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.</li> <li>• Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>	<p><b>8.5.1:</b> Write biographies, autobiographies, and short stories that:</p> <ul style="list-style-type: none"> <li>• tell about an incident, event, or situation, using well-chosen details.</li> <li>• reveal the significance of, or the writer’s attitude about, the subject.</li> <li>• use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.</li> </ul> <p><b>8.5.6:</b> Write using precise word choices to make writing interesting and exact.</p> <p><b>8.7.10:</b> Deliver narrative presentations, such as biographical or autobiographical information that:</p> <ul style="list-style-type: none"> <li>• relate a clear incident, event, or situation, using well-chosen details.</li> <li>• reveal the significance of the incident, event, or situation.</li> <li>• use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.</li> </ul>	<p><b>W.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>W.3a:</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>W.3b:</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p><b>W.3c:</b> Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p><b>W.3d:</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>W.3e:</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><i>Please note that the IAS 2014 requires students to provide an ending rather than a conclusion to account for the possibility of narrative writing to end without a resolution.</i></p>
<p><b>8.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>• Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing</li> </ul>	<p><b>8.4.1:</b> Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> <p><b>8.4.7:</b> Review, evaluate, and revise writing for meaning and clarity.</p>	<p><b>W.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how</p>	<p><i>Please note that the IAS 2014 lists editing as the final step of the writing process.</i></p>

<p>that is clear and coherent, with some guidance and support from peers and adults.</p> <ul style="list-style-type: none"> <li>• Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.</li> </ul>	<p><b>8.4.8:</b> Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.</p> <p><b>8.4.9:</b> Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.</p> <p><b>8.4.6:</b> Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p> <p><b>8.6.4:</b> Edit written manuscripts to ensure that correct grammar is used.</p>	<p>well purpose and audience have been addressed.</p> <p><b>W.6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	
<p><b>8.W.5:</b> Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> <li>• Formulate a research question.</li> <li>• Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</li> <li>• Assess the credibility and accuracy of each source.</li> <li>• Quote or paraphrase the information and conclusions of others.</li> <li>• Avoid plagiarism and follow a standard format for citation.</li> </ul>	<p><b>8.4.4:</b> Plan and conduct multiple-step information searches using computer networks.</p> <p><b>8.4.11:</b> Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.</p> <p><b>8.5.3:</b> Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.</li> </ul>	<p><b>W.7:</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>W.8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	

<ul style="list-style-type: none"> <li>• Present information, choosing from a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.</li> <li>• demonstrates that sources have been evaluated for accuracy, bias, and credibility.</li> <li>• organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).</li> </ul> <p><b>8.7.12: Deliver research presentations that:</b></p> <ul style="list-style-type: none"> <li>• define a thesis (a position on the topic).</li> <li>• research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic.</li> <li>• use a variety of research sources and distinguish the nature and value of each.</li> <li>• present information on charts, maps, and graphs.</li> </ul>		
<p><b>8.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</p>		<p><b>L.1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<p><i>This IAS 2014 learning objective is a summary statement; focus skills are listed individually.</i></p>
<p><b>8.W.6.1a: Pronouns –</b></p>			

<i>Students are expected to build upon and continue applying conventions learned previously.</i>			
<b>8.W.6.1b: Verbs –</b> 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.	<b>8.6.8:</b> Identify and use infinitives (the word <i>to</i> followed by the base form of a verb, such as <i>to understand</i> or <i>to learn</i> ) and participles (made by adding <i>-ing</i> , <i>-d</i> , <i>-ed</i> , <i>-n</i> , <i>-en</i> , or <i>-t</i> to the base form of the verb, such as <i>dreaming</i> , <i>chosen</i> , <i>built</i> , and <i>grown</i> ).  <b>8.7.7:</b> Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	<b>L.1a:</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  <b>L.1b:</b> Form and use verbs in the active and passive voice.  <b>L.1d:</b> Recognize and correct inappropriate shifts in verb voice and mood.	
<b>8.W.6.1c: Adjectives and Adverbs –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>			
<b>8.W.6.1d: Phrases and Clauses –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>			
<b>8.W.6.1e: Usage –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>			
<b>8.W.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:		<b>L.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<i>This IAS 2014 learning objective is a summary statement; focus skills are listed individually.</i>
<b>8.W.6.2a: Capitalization –</b>	<b>8.6.6:</b> Use correct capitalization.		

<i>Students are expected to build upon and continue applying conventions learned previously.</i>			
<b>8.W.6.2b: Punctuation –</b> <ul style="list-style-type: none"> <li>Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.</li> </ul>	<b>8.6.5:</b> Use correct punctuation.	<b>L.2a:</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  <b>L.2b:</b> Use an ellipsis to indicate an omission.	
<b>8.W.6.2c: Spelling –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>8.6.7:</b> Use correct spelling conventions.	<b>L.2c:</b> Spell correctly.	

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>SPEAKING &amp; LISTENING</b>			
<p><b>8.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.</p>	<p><b>8.7.2:</b> Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose.</p> <p><b>8.7.5:</b> Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.</p>	<p><b>SL.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that requires students to adjust register to communicate effectively with a variety of audiences and for different purpose rather than demonstrate command of "formal" English.</i></p>
<p><b>8.SL.2.1:</b> 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.</p>		<p><b>SL.1:</b> 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.</p>	
<p><b>8.SL.2.2:</b> Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p>		<p><b>SL.1a:</b> 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.</p>	<p><i>IAS 2014 shifts the focus of the expectation to referencing specific materials used to prepare for discussions and increases the expectation by requiring students to examine and analyze ideas under discussion.</i></p>
<p><b>8.SL.2.3:</b> Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>		<p><b>SL.1b:</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	
<p><b>8.SL.2.4:</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>		<p><b>SL.1c:</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	

<p><b>8.SL.2.5:</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.</p>		<p><b>SL.1d:</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	
<p><b>8.SL.3.1:</b> Analyze the purpose of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and evaluate the motives (e.g., <i>social, commercial, political</i>) behind its presentation.</p>		<p><b>SL.2:</b> Analyze the purpose of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and evaluate the motives (e.g., <i>social, commercial, political</i>) behind its presentation.</p>	
<p><b>8.SL.3.2:</b> 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.</p>	<p><b>8.7.1:</b> Paraphrase (restate) a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.</p> <p><b>8.7.8:</b> Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.</p>	<p><b>SL.3:</b> 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.</p>	
<p><b>8.SL.4.1:</b> 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.</p>	<p><b>8.7.5:</b> Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.</p>	<p><b>SL.4:</b> 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.</p>	
<p><b>8.SL.4.2:</b> Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.</p>		<p><b>SL.5:</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	
<p><b>8.SL.4.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Instructional Transition Guidance
<b>MEDIA LITERACY</b>			
<p><b>8.ML.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p>	<p><b>8.7.9:</b> Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions.</p>		<p><i>This IAS 2014 Learning Outcome is an umbrella standard that broadens the expectation by requiring students to analyze information from a variety of sources for a variety of purposes.</i></p>
<p><b>8.ML.2.1:</b> 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.</p>	<p><b>8.7.8:</b> Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.</p>		
<p><b>8.ML.2.2:</b> Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.</p>			<p><i>This standard is <b>NEW!</b></i></p>