DEPARTMENT OF EDUCATION

Indiana Academic Standards English Language Arts: Grade 8 Crosswalk

2014 Standard Language	2020 Standard Language	Changes
Reading: Literature		
Learning Outcome 8.RL.1 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.	Learning Outcome 8.RL.1 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.	No change
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 Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.	Language Change
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 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.	No change
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 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.	No change
8.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.	8.RL.2.4 Students are expected to continue to build upon and continue applying concepts learned previously.	Added in the language of the standard being referenced

	Grade of Mastery: 2 Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not and why.	
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 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.	No change
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 Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	No change
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.4.1 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.	No change
8.RL.4.2 Analyze how works of literature draw on and transform earlier texts.	8.RL.4.2 Analyze how works of literature draw on and transform earlier texts.	No change
Reading Nonfiction		
Learning Outcome 8.RN.1 Read a variety of nonfiction within a range of complexity appropriate for	Learning Outcome 8.RN.1 Read a variety of nonfiction within a range of complexity appropriate for	No change

grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	
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 Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.	Language Change
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 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.	No change
8.RN.2.3 Analyze how a text makes connections and distinctions among individuals, events, and ideas.	8.RN.2.3 Analyze how a text makes connections and distinctions among individuals, events, and ideas.	No change
8.RN.3.1 Students are expected to build upon and continue applying concepts learned previously.	8.RN.3.1 Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 5 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	Added in the language of the standard being referenced
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 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.	No Change

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 Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	No Change
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 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.	No change
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.4.2 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic of idea.	No change
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 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.	No change

Reading: Vocabulary

Learning Outcome 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	Learning Outcome 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	No change

comprehension or expression.	comprehension or expression.	
8.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	8.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	No change
8.RV.2.2 Students are expected to build upon and continue applying concepts learned previously.	8.RV.2.2 Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 7 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Added in the language from the standard being referenced
8.RV.2.3 Distinguish among the connotations of words with similar denotations.	8.RV.2.3 Distinguish among the connotations of words with similar denotations.	No change
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 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	No change
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 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.	No change
8.RV.3.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative and	8.RV.3.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative and	No change

connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	connotative meanings; 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 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.	No change
8.RV.3.3 Interpret figures of speech (e.g., verbal irony, puns) in context.	8.RV.3.3 Interpret figures of speech (e.g., verbal irony, puns) in context.	No change
Writing		
Learning Outcome 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.	Learning Outcome 8.W.1 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.	No change
8.W.2 Students are expected to build upon and continue applying concepts learned previously.	8.W.2 Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 4 Write legibly in print or cursive, forming letters and words that	Added the language of the standard being referenced

	can be read by others.	
8.W.3.1 Write arguments in a variety of forms that – ● 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. ● 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 Write arguments in a variety of forms that – ● 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 demonstrating an understanding of the topic or text. ● 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.	No change
8.W.3.2 Write informative compositions in a variety of forms that – ● 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	8.W.3.2 Write informative compositions in a variety of forms that – ● 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	No change

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.	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.3.3 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. ● 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	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. ● 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	No change

shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide an ending that follows from and reflects on the narrated experiences or events.	shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide an ending that follows from and reflects on the narrated experiences or events.	
8.W.4 Apply the writing process to – ● 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, and publish writing and present information and ideas efficiently.	8.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative. ● 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, and publish writing and present information and ideas efficiently.	Added the direction to apply the writing process to all styles of formal writing
8.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under	8.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under	No change

study. ● 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.	study. ● 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.6.1 Demonstrate command of English grammar and usage, focusing on:
  a. Pronouns – Students are expected to build upon and continue applying conventions learned previously.
  b. 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.
  c. Adjectives and Adverbs – Students are expected to build upon and continue applying
	8.W.6.1:Demonstrate command of English grammar and usage, focusing on:
	
	A. Pronouns– Students are expected to buildupon and continue applying conventions learned previously.'
	   Grade of Mastery: 4
	   ● Writing sentences that include relative pronouns (e.g. who, which) and reflexive pronouns (e.g. myself, ourselves) and explaining their functions in the sentence
	B. Verbs- Forming and using verbs in the indicative,imperative, interrogative, conditional and subjunctive moods.
		Added the language of the standard being referenced

conventions learned previously.
d. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.
e. Usage – Students are expected to build upon and continue applying conventions learned previously.
	C. Adjectives andAdverbs – Students are expected to build upon and continue applying conventions learned previously.
	   Grade of Mastery:4
	   ● writing sentences that use the progressive verb tenses
	   ● recognizing and correcting inappropriate shifts in verb tense
	   ● using modal auxiliaries (e.g. can, may, must)
	D. Phrases and Clauses- Students are expected to build upon and continue applying conventions learned previously.
	   Grade of Mastery: 7
	   ● recognizing and correcting misplaced and dangling modifiers
	E. Usage – Students are expected to build upon and continue applying conventions learned previously.
	   Grade of Mastery: 7
	   ● writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentences fragments and run-ons; varying sentence patterns for meaning, reader interest, and style	

8.W.6.2 Demonstrate command of the conventions of	9-10.W.6.2: Demonstrate command of the conventions of	

standard English capitalization, punctuation, and spelling focusing on:
   a. Capitalization – Students are expected to build upon and continue applying conventions learned previously.
   b. Punctuation – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.
   c. Spelling – Students are expected to build upon and continue applying conventions learned previously
	standard English capitalization, punctuation, and spelling focusing on:
	A. Capitalization –Students are expected to build upon and continue applying conventions learned previously.
	   Grade of Mastery: 5
	   ● applying correct usage of capitalization in writing
	B. Punctuation – Using punctuation (e.g. comma, ellipsis, dash) to indicate a pause, break, or omission.
	C. Spelling –Students are expected to build upon and continue applying conventions learned previously.
	   Grade of Mastery 5:
	   ● applying correct spelling patterns and generalizations in writing	

Speaking and Listening		
Learning Outcome 8.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	Learning Outcome 8.SL.1Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	No Change
8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on	8.SL.2.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on	No change

grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	
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.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	No change
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.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	No change
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.2.4 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	No change
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 Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.	No change
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 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.	No change

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 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.	No change
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 pronunciation.	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 pronunciation.	No change
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 Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.	No change
8.SL.4.3 Students are expected to build upon and continue applying concepts learned previously.	8.SL.4.3: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 Give and follow multi-step directions.	Added language from the standard referenced
Media Literacy		
Learning Outcome 8.ML.1 Critically analyze information found in electronic, print, and mass media used to	Learning Outcome 8.ML.1: Critically analyze information found in electronic, print, and mass media used to	No change

inform, persuade, entertain, and transmit culture.	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 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.	No change
8.ML.2.2 Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	8.ML.2.2 Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	No change