



Grade 8 English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards (IAS) and the Common Core State Standards (CCSS) for easy reference. This correlation guide is intended to help support conversations regarding state and national standards and may be used as one of many tools to help inform a variety of local decisions (e.g., selection of high-quality curricular materials, curriculum maps).

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code (IC) 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) for student mastery by the end of the grade level are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

| 2023 Indiana Academic Standard | | Common Core State Standard | | Differences Between 2023 IAS and CCSS |
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| Domain: Reading Comprehension | | | | |
| Number | Text | Number | Text | Description |
| 8.RC.1 | Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) | RL.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | <i>No content differences identified.</i> |
| | | RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | |
| 8.RC.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 | RL.8.2 | 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 | IAS specifies providing a detailed summary that supports the analysis of the theme or central idea in a work of literature. |

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| | summary that supports the analysis. (E) | | objective summary of the text. | |
| 8.RC.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) | RI.8.5 | 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. | <i>No content differences identified.</i> |
| 8.RC.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. | RI.8.2 | 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. | IAS specifies providing a detailed, objective summary of the text. |
| 8.RC.5 | Determine an author’s perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | RI.8.6 | 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. | IAS specifies determining an author’s perspective in a text. |
| 8.RC.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) | RI.8.8 | 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. | <i>No content differences identified.</i> |

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| 8.RC.7 | 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. | RI.8.9 | 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. | <i>No content differences identified.</i> |
| 8.RC.8 | Use context to determine or clarify the meaning of words and phrases. | L.8.4.A | 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. | |
| 8.RC.9 | Distinguish among the connotations of words with similar denotations. | L.8.5.C | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | |
| 8.RC.10 | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). | L.8.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). | |
| 8.RC.11 | Interpret figures of speech (e.g., verbal irony, puns) in context. | L.8.5.A | Interpret figures of speech (e.g., verbal irony, puns) in context. | |

| 2023 Indiana Academic Standard | | Common Core State Standard | | Differences Between 2023 IAS and CCSS |
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| Domain: Writing | | | | |
| Number | Text | Number | Text | Description |
| 8.W.1 | <p>Write arguments in a variety of forms that:</p> <ul style="list-style-type: none"> 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 | W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. | <i>No content differences identified.</i> |
| | | W.8.1.A | Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | |
| | | W.8.1.B | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | |
| | | W.8.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | |
| | | W.8.1.D | Establish and maintain a formal style. | IAS specifies establishing and maintaining a consistent style and tone appropriate for the purpose and audience. |

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| | statement or section that follows and supports the argument presented. (E) | W.8.1.E | Provide a concluding statement or section that follows from and supports the argument presented. | <i>No content differences identified.</i> |
| 8.W.2 | <p>Write informative compositions in a variety of forms that:</p> <ul style="list-style-type: none"> 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 | W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | IAS requires students to write informative compositions. |
| | | W.8.2.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 aiding comprehension. | <i>No content differences identified.</i> |
| | | W.8.2.B | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | IAS adds topics should be developed using information from a variety of sources and texts. |
| | | W.8.2.C | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | <i>No content differences identified.</i> |
| | | W.8.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. | IAS requires concise language, recognizing and eliminating wordiness and redundancy. |

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| | <p>and redundancy.</p> <p>e. Establish and maintain a style appropriate for the purpose and audience.</p> <p>f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)</p> | W.8.2.E | Establish and maintain a formal style. | IAS specifies that students select a writing style appropriate for the purpose and audience. |
| | | W.8.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented. | <i>No content differences identified.</i> |
| 8.W.3 | <p>Write narrative compositions in a variety of forms that:</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>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.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>d. Use precise words and</p> | W.8.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | <i>No content differences identified.</i> |
| | | W.8.3.A | 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. | |
| | | W.8.3.B | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | |
| | | W.8.3.C | Use a variety of transition words, phrases, and clauses to convey sequence. signal shifts from one time frame or setting to another, and | |

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| | <p>phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide an ending that follows and reflects on the narrated experiences or events. (E)</p> | | <p>show the relationships among experiences and events.</p> | |
| | | <p>W.8.3.D</p> | <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> | |
| | | <p>W.8.3.E</p> | <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> | |
| <p>8.W.4</p> | <p>Apply the writing process to all formal writing, including but not limited to argumentative, informative, and narrative:</p> <p>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.</p> <p>b. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas</p> | <p>W.8.5</p> | <p>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 well purpose and audience have been addressed.</p> | <p>IAS requires students to use appropriate reference materials when making revisions to their writing with emphasis on writing with clarity and coherence.</p> |
| | | <p>W.8.6</p> | <p>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><i>No content differences identified.</i></p> |

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| | efficiently. | | | |
| 8.W.5 | <p>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> 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) | W.8.7 | <p>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>IAS emphasizes formulating a research question.</p> |
| | | W.8.8 | <p>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 standard format for citation.</p> | <p>IAS adds presenting information, choosing from a variety of formats.</p> |
| 8.W.6 | <p>Demonstrate command of English grammar and usage, focusing on:</p> <ul style="list-style-type: none"> a. Verbs – Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and | L.8.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p><i>No content differences identified.</i></p> |
| | | L.8.1.A | <p>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> | |

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| | using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E) | L.8.1.B | Form and use verbs in the active and passive voice. | <i>No content differences identified.</i> |
| | | L.8.1.C | Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | IAS introduces verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods in grades nine and ten. |
| | | L.8.1.D | Recognize and correct inappropriate shifts in verb voice and mood. | <i>No content differences identified.</i> |
| 8.W.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) | L.8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <i>No content differences identified.</i> |
| | | L.8.2.A | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | |
| | | L.8.2.B | Use an ellipsis to indicate an omission. | |
| | | L.8.2.C | Spell correctly. | |
| 2023 Indiana Academic Standard | | Common Core State Standard | | Differences Between 2023 IAS and CCSS |
| Domain: Communication and Collaboration | | | | |
| Number | Text | Number | Text | Description |
| 8.CC.1 | Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and | SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and | <i>No content differences identified.</i> |

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| | teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E) | | teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. | |
| 8.CC.2 | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E) | SL.8.1.C | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. | <i>No content differences identified.</i> |
| 8.CC.3 | Acknowledge new information expressed by others and, when warranted, qualify or justify personal views in reference to the evidence presented. | SL.8.1.D | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | |
| 8.CC.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. | SL.8.2 | 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.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. | SL.8.3 | 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.6 | Present claims and findings, emphasizing salient points in a | SL.8.4 | Present claims and findings, emphasizing salient points in a | |

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| | focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | | focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation | |
| 8.CC.7 | Develop engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest. | SL.8.5 | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | <i>No content differences identified.</i> |
| 8.CC.8 | 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. (E) | | | |