



Indiana Department of Education

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Indiana Academic Standards 2020 Grade Eight English/Language Arts Standards Correlation Guidance Document

Intentional alignment of instructional practices and curricular materials to the Indiana Academics Standards (IAS) is vital to improving student outcomes. This guide is meant to encourage strong standards-based instruction when utilizing curricular materials not aligned to IAS but to Common Core State Standards (CCSS). Purchased curricula are not designed to perfectly align with IAS and often align with CCSS. Use of this guide will ensure strong alignment to IAS and foster critical conversations around instructional decisions.

Considerations for use:

- Identify the desired IAS;
- Unpack the IAS, referencing the IDOE Literacy Framework;
- Determine the correlating CCSS;
- Consider the differences between IAS and learning objective from CCSS aligned curricular material;
- Identify instructional gaps (in content or complexity) and consider strategies to supplement; and
- Prioritize content in curricular material that is identified in the IAS.

IDOE Literacy Framework provides student success criteria, vertical planning, digital resources, and clarifying examples to consider when planning, implementing, and teaching IAS.

| IAS 2020 | CCSS | Difference Between IAS 2020 and CCSS |
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| Reading Literature | | |
| LEARNING OUTCOME FOR READING LITERATURE | | |
| <p>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.</p> | <p>RL.8.10: 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.</p> | <p>IAS 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.</p> |
| KEY IDEAS AND TEXTUAL SUPPORT | | |
| <p>8.RL.2.1: Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.</p> | <p>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.</p> | <p>IAS places the emphasis of the standard on analysis of the text, supported with textual evidence.</p> |
| <p>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.</p> | <p>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 objective summary of the text.</p> | <p>IAS 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.</p> |
| <p>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.</p> | <p>RL.8.3: 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.</p> | <p><i>No content differences identified.</i></p> |
| <p>8.RL.2.4: Students are expected to continue to build upon and continue applying concepts learning previously.</p> <p>Grade of Mastery: 2</p> <p><i>Make predictions about the context of text using prior knowledge of text features,</i></p> | <p><i>No CCSS equivalent.</i></p> | |

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| <i>explaining whether they were confirmed or not and why.</i> | | |
| STRUCTURAL ELEMENTS AND ORGANIZATION | | |
| 8.RL.3.1: 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. | RL.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. | IAS increases the expectation by requiring evaluation in addition to analysis and clarifies the expectation by requiring students to compare and contrast related works. |
| 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. | <i>No CCSS equivalent.</i> | |
| SYNTHESIS AND CONNECTION OF IDEAS | | |
| 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. | RL.8.7: 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. | <i>No content differences identified.</i> |
| 8.RL.4.2: Analyze how works of literature draw on and transform earlier texts. | RL.8.9: 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. | IAS broadens the scope of the CCSS expectation, moving beyond modern works of fiction and specific texts such as the Bible. |

| IAS 2020 | CCSS | Difference Between IAS 2020 and CCSS |
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| Reading Nonfiction | | |
| LEARNING OUTCOME FOR READING NONFICTION | | |
| 8.RN.1: 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. | RI.8.10: 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. | IAS 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. |
| KEY IDEAS AND TEXTUAL SUPPORT | | |
| 8.RN.2.1: Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence. | 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. | IAS places the emphasis of the standard on analysis of the text, supported with textual evidence. |
| 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. | 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 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. |
| 8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas. | RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | <i>No content differences identified.</i> |
| STRUCTURAL ELEMENTS AND ORGANIZATION | | |
| 8.RN.3.1: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 5 <i>Apply knowledge of text features in multiple print and digital sources to locate</i> | <i>No CCSS equivalent.</i> | |

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| <i>information, gain meaning from a text, or solve a problem.</i> | | |
| 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. | RI.8.5: 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. | <i>No content differences identified.</i> |
| 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. | 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 utilizes the term “perspective.” |
| CONNECTION OF IDEAS | | |
| 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. | 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> |
| 8.RN.4.2: 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. | RI.8.7: 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. | <i>No content differences identified.</i> |
| 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. | 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> |

| IAS 2020 | CCSS | Difference Between IAS 2020 and CCSS |
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| Reading Vocabulary | | |
| LEARNING OUTCOMES FOR READING VOCABULARY | | |
| <p>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.</p> | <p>L.8.6: 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>IAS refers to “content-specific” rather than “domain-specific” words and phrases.</p> |
| VOCABULARY BUILDING | | |
| <p>8.RV.2.1: Use context to determine or clarify the meaning of words and phrases.</p> | <p>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.</p> | <p><i>No content differences identified.</i></p> |
| <p>8.RV.2.2: Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 7</p> <p><i>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</i></p> | <p><i>No CCSS equivalent.</i></p> | |
| <p>8.RV.2.3: Distinguish among the connotations of words with similar denotations.</p> | <p>L.8.5.C: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> | <p><i>No content differences identified.</i></p> |
| <p>8.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> | <p>L.8.4.B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> | <p><i>No content differences identified.</i></p> |

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| <p>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.</p> | <p>L.8.4.C: 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>IAS increases the expectation by requiring students to select appropriate reference materials, moving beyond consultation.</p> |
| <p>VOCABULARY IN LITERATURE AND NONFICTION TEXTS</p> | | |
| <p>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.</p> | <p>RL.8.4: 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>IAS increases the expectation by requiring students to analyze rather than determine word and phrase meanings.</p> |
| <p>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.</p> | <p>RI.8.4: 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><i>No content differences identified.</i></p> |
| <p>8.RV.3.3: Interpret figures of speech (e.g., <i>verbal irony, puns</i>) in context.</p> | <p>L.8.5.A: Interpret figures of speech (e.g., <i>verbal irony, puns</i>) in context.</p> | <p><i>No content differences identified.</i></p> |

| IAS 2020 | CCSS | Difference Between IAS 2020 and CCSS |
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| Writing | | |
| LEARNING OUTCOME FOR WRITING | | |
| <p>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.</p> | <p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.8.9.A: Apply grade 8 Reading standards to literature</p> <p>W.8.9.B: Apply grade 8 Reading standards to literary nonfiction</p> <p>W.8.10: 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>No content differences identified.</i></p> |
| HANDWRITING | | |
| <p>8.W.2: Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 4</p> <p><i>Write legibly in print or cursive, forming letters and words that can be read by others.</i></p> | <p><i>No CCSS equivalent.</i></p> | |

WRITING GENRES

8.W.3.1: Write **arguments** in a variety of forms that –

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

W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

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.

W.8.1.E: Provide a concluding statement or section that follows from and supports the argument presented.

IAS requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a “formal” style.

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| <p>8.W.3.2: 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., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. e. Establish and maintain a style appropriate to the purpose and audience. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | <p>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.</p> <p>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.</p> <p>W.8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.E: Establish and maintain a formal style.</p> <p>W.8.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>IAS requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a “formal” style.</p> |
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| <p>8.W.3.3: Write narrative compositions in a variety of forms that –</p> <ol style="list-style-type: none"> 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., <i>conflict</i>, <i>climax</i>, <i>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. 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. | <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. ‘</p> <p>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.</p> <p>W.8.3.B: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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 show the relationships among experiences and events.</p> <p>W.8.3.D: 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: Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> | <p>IAS requires students to provide an ending rather than a conclusion to account for the possibility of narrative writing to end without a resolution.</p> |
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THE WRITING PROCESS

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| <p>8.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –</p> <ol style="list-style-type: none"> a. 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. b. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. | <p>W.8.5: 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>W.8.6: 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>IAS adds to the expectation of developing and strengthening writing by indicating that writing should be “clear and coherent.”</p> |
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THE RESEARCH PROCESS

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| <p>8.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ol 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. | <p>W.8.7: 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>W.8.8: 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</p> | <p>IAS includes the expectations that students formulate a research question and present information, choosing from a variety of formats.</p> |
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| <p>e. Avoid plagiarism and follow a standard format for citation.</p> <p>f. Present information, choosing from a variety of formats.</p> | <p>plagiarism and following a standard format for citation.</p> | |
| CONVENTIONS OF STANDARD ENGLISH | | |
| <p>8.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p> | <p>L.8.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> | <p><i>No content differences identified.</i></p> |
| <p>a. Pronouns- Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 6</p> <ul style="list-style-type: none"> ● <i>Using a variety of pronouns including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).</i> | <p><i>No CCSS equivalent.</i></p> | |
| <p>b. Verbs- Explaining the function of verbals (e.g., <i>gerunds, participles, infinitives</i>) in general and their function in particular sentences; forming and using active and passive voice; recognizing and</p> | <p>L.8.1.A: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L.8.1.B: Form and use verbs in the active and passive voice.</p> | <p>IAS does not address inappropriate shifts in verb mood.</p> |

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| <p>correcting inappropriate shifts in verb voice.</p> | <p>L.8.1.D: Recognize and correct inappropriate shifts in verb voice and mood.</p> | |
| <p>c. Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 4</p> <ul style="list-style-type: none"> • <i>Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.</i> | <p><i>No CCSS equivalent.</i></p> | |
| <p>d. Phrases and Clauses - Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 7</p> <ul style="list-style-type: none"> • <i>Recognizing and correcting misplaced and dangling modifiers.</i> | <p><i>No CCSS equivalent.</i></p> | |
| <p>e. Usage- Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 7</p> <ul style="list-style-type: none"> • <i>Writing simple, compound, complex,</i> | <p><i>No CCSS equivalent.</i></p> | |

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| <p><i>and compound-complex sentences; recognizing and correcting sentences fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.</i></p> | | |
| <p>8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> | <p>L.8.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> | <p><i>No content differences identified.</i></p> |
| <p>a. Capitalization—Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 5</p> <ul style="list-style-type: none"> • <i>Applying correct usage of capitalization in writing.</i> | <p><i>No CCSS equivalent.</i></p> | |
| <p>b. Punctuation –Using punctuation (e.g., <i>comma, ellipsis, dash</i>) to indicate a pause, break, or omission.</p> | <p>L.8.2.A: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>L.8.2.B: Use an ellipsis to indicate an omission.</p> | <p><i>No content differences identified.</i></p> |
| <p>c. Spelling –Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 5</p> | <p>L.8.2.C: Spell correctly.</p> | <p><i>No content differences identified.</i></p> |

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| <ul style="list-style-type: none"> Applying correct spelling patterns and generalizations in writing. | | |
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| IAS 2020 | CCSS | Difference Between IAS 2020 and CCSS |
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| Speaking and Listening | | |
| LEARNING OUTCOME FOR SPEAKING AND LISTENING | | |
| 8.SL.1: 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. | SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate | IAS requires students to adjust register to communicate effectively with a variety of audiences and for different purposes rather than demonstrate command of “formal” English. |
| DISCUSSION AND COLLABORATION | | |
| 8.SL.2.1: Engage effectively in a range of collaborative discussions (e.g., <i>one-on-one, in groups, and teacher-led</i>) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly. | SL.8.1: 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. | <i>No content differences identified.</i> |
| 8.SL.2.2: Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources. | SL.8.1.A: 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. | IAS 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. |
| 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. | SL.8.1.B: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | <i>No content differences identified.</i> |
| 8.SL.2.4: Pose questions that connect the ideas of several speakers and respond to | SL.8.1.C: Pose questions that connect the ideas of several speakers and respond to | <i>No content differences identified.</i> |

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| others' questions and comments with relevant evidence, observations, and ideas. | 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. | 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. | <i>No content differences identified.</i> |
| COMPREHENSION | | |
| 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. | 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. | <i>No content differences identified.</i> |
| 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. | 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. | <i>No content differences identified.</i> |
| PRESENTATION OF KNOWLEDGE AND IDEAS | | |
| 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. | SL.8.4: 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. | <i>No content differences identified.</i> |
| 8.SL.4.2: Create 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. | IAS adds "create engaging presentations." |

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| <p>8.SL.4.3: Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2</p> <p><i>Give and follow multi-step directions.</i></p> | <p><i>No CCSS equivalent.</i></p> | |
|--|-----------------------------------|--|

| IAS 2020 | CCSS | Difference Between IAS 2020 and CCSS |
|---|-----------------------------------|--------------------------------------|
| Media Literacy | | |
| LEARNING OUTCOME FOR MEDIA LITERACY | | |
| <p>8.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p> | <p><i>No CCSS equivalent.</i></p> | |
| MEDIA LITERACY | | |
| <p>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.</p> | <p><i>No CCSS equivalent.</i></p> | |
| <p>8.ML.2.2: Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.</p> | <p><i>No CCSS equivalent.</i></p> | |

Unaligned CCSS

The following CCSS are not aligned to IAS in grade eight.

RL.8.6: 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.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.8.1.C: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3.A: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.5.B: Use the relationship between particular words to better understand each of the words.