

# Main Criteria: Voyages in Writing

## Secondary Criteria: Indiana Academic Standards

### Subject: Language Arts

### Grade: 8

### Voyages in Writing

Lesson 01: Unit 1 Note Making and Outlines, pp. 11-18

## Indiana Academic Standards

### Language Arts

### Grade 8 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 8 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.

#### INDICATOR / STANDARD

8.RC.1.

Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)

#### INDICATOR / STANDARD

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.

#### INDICATOR / STANDARD

8.RC.8.

Use context to determine or clarify the meaning of words and phrases.

#### STANDARD / STRAND

#### Grade 8 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

#### INDICATOR / STANDARD

8.W.3.

Write narrative compositions in a variety of forms that:

#### EXPECTATION / INDICATOR

8.W.3.c.

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

#### STANDARD / STRAND

#### Grade 8 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

#### INDICATOR / STANDARD

8.W.5.

Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

#### EXPECTATION / INDICATOR

8.W.5.f.

Present information, choosing from a variety of formats. (E)

#### STANDARD / STRAND

#### Grade 8 English/Language Arts



**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.1.</b>	<b>Write arguments in a variety of forms that:</b>

EXPECTATION / INDICATOR	8.W.1.d.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
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**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	8.W.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 aid comprehension.
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EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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EXPECTATION / INDICATOR	8.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
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EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
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**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
EXPECTATION / INDICATOR	8.W.4.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.

EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
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INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	8.CC.6.	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.
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Lesson 03: Unit 3 Retelling Narrative Stories, pp. 29-36

**Indiana Academic Standards**

**Language Arts**

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	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 summary that supports the analysis. (E)
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	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).

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.2.	<b>Write informative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.3.	<b>Write narrative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	8.W.3.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.
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / INDICATOR	8.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
EXPECTATION / INDICATOR	8.W.4.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.
EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 04: Unit 3 Retelling Narrative Stories, pp. 37-44

## Indiana Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
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INDICATOR / STANDARD	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 summary that supports the analysis. (E)
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INDICATOR / STANDARD	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.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.2.	<b>Write informative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.3.	<b>Write narrative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	8.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
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EXPECTATION / INDICATOR	8.W.3.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.
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EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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EXPECTATION / INDICATOR	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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EXPECTATION / INDICATOR	8.W.3.e.	Provide an ending that follows and reflects on the narrated experiences or events. (E)
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

EXPECTATION / INDICATOR	8.W.4.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.
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EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>	
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>	

INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 05: Unit 3 Retelling Narrative Stories, pp. 44-52

**Indiana Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2023**

<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>	
INDICATOR / STANDARD	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 summary that supports the analysis. (E)
INDICATOR / STANDARD	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.

**STANDARD / STRAND** **Grade 8 English/Language Arts**



EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>	
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 06: Unit 4 Summarizing a Reference, pp. 53-60

**Indiana Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2023

<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>	
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	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).
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>	
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:

EXPECTATION / INDICATOR	8.W.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 aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.3.	<b>Write narrative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

EXPECTATION / INDICATOR	8.W.4.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.
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EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.5.	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
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EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
EXPECTATION / INDICATOR	8.W.5.f.	Present information, choosing from a variety of formats. (E)

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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**Grade 8 English/Language Arts**

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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	8.CC.6.	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.
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Lesson 07: Unit 4 Summarizing a Reference, pp. 61-70

**Indiana Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2023**

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
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INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
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INDICATOR / STANDARD	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).

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

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EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.3.	<b>Write narrative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

EXPECTATION / INDICATOR	8.W.4.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.
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EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	<b>8.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
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EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
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EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
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EXPECTATION / INDICATOR	8.W.5.f.	Present information, choosing from a variety of formats. (E)
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
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INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	8.CC.6.	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.
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## Indiana Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 8 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
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INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
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INDICATOR / STANDARD	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.
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INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
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#### STANDARD / STRAND

#### Grade 8 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
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EXPECTATION / INDICATOR	8.W.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 aid comprehension.
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EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
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#### STANDARD / STRAND

#### Grade 8 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
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EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>	
<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
EXPECTATION / INDICATOR	8.W.4.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.

EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
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<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>	
<b>INDICATOR / STANDARD</b>	<b>8.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.

EXPECTATION / INDICATOR	8.W.5.f.	Present information, choosing from a variety of formats. (E)
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<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>	
<b>INDICATOR / STANDARD</b>	<b>8.W.6.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
EXPECTATION / INDICATOR	8.W.6.a.	Verbs – Explaining the function of verbals (e.g., 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. (E)

<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>	
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

## Lesson 09: Unit 5 Writing from Pictures, pp. 83-92

**Indiana Academic Standards****Language Arts****Grade 8 - Adopted: 2023****STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.2.	<b>Write informative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.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 aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>8.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
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EXPECTATION / INDICATOR	8.W.4.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.
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EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>
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EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
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INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	8.CC.6.	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.
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Lesson 10: Unit 5 Writing from Pictures, pp. 93-100

**Indiana Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2023

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
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INDICATOR / STANDARD

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).

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD

8.W.2.

**Write informative compositions in a variety of forms that:**

EXPECTATION / INDICATOR

8.W.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 aid comprehension.

EXPECTATION / INDICATOR

8.W.2.b.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

EXPECTATION / INDICATOR

8.W.2.c.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION / INDICATOR

8.W.2.d.

Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

EXPECTATION / INDICATOR

8.W.2.f.

Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD

8.W.3.

**Write narrative compositions in a variety of forms that:**

EXPECTATION / INDICATOR

8.W.3.c.

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD

8.W.4.

**Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:**

EXPECTATION / INDICATOR

8.W.4.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.

EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>	
<b>INDICATOR / STANDARD</b>	8.W.7.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>	

INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 11: Unit 6 Summarizing Multiple References, pp. 101-112

**Indiana Academic Standards**  
**Language Arts**  
**Grade 8 - Adopted: 2023**

<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>	
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR      8.W.2.b.      Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

**STANDARD / STRAND**      **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR      8.W.3.c.      Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STANDARD / STRAND**      **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR      8.W.5.b.      Gather relevant information from multiple sources, using search terms effectively, and annotate sources.

EXPECTATION / INDICATOR      8.W.5.d.      Quote or paraphrase the information and conclusions of others.

EXPECTATION / INDICATOR      8.W.5.f.      Present information, choosing from a variety of formats. (E)

**STANDARD / STRAND**      **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR      8.W.7.a.      Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)

**STANDARD / STRAND**      **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
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INDICATOR / STANDARD      8.CC.1.      Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)



EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

EXPECTATION / INDICATOR	8.W.4.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.
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EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.5.	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
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EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
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EXPECTATION / INDICATOR	8.W.5.f.	Present information, choosing from a variety of formats. (E)
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.7.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 13: Unit 6 Summarizing Multiple References, pp. 119-124

**Indiana Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2023

<b>STANDARD / STRAND</b>		<b>Grade 8 English/Language Arts</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
INDICATOR / STANDARD	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.
<b>STANDARD / STRAND</b>		<b>Grade 8 English/Language Arts</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.2.	<b>Write informative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
<b>STANDARD / STRAND</b>		<b>Grade 8 English/Language Arts</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
EXPECTATION / INDICATOR	8.W.4.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.
<b>STANDARD / STRAND</b>		<b>Grade 8 English/Language Arts</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.5.	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.c.	Assess the credibility and accuracy of each source.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
EXPECTATION / INDICATOR	8.W.5.f.	Present information, choosing from a variety of formats. (E)

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.7.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.
INDICATOR / STANDARD	8.CC.7.	Develop engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.

Lesson 14: Unit 6 Summarizing Multiple References, pp. 125-130

**Indiana Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2023

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.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 aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
EXPECTATION / INDICATOR	8.W.4.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.
EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>8.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.f.	Present information, choosing from a variety of formats. (E)

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 15: Unit 7 Inventive Writing, pp. 131-136

**Indiana Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2023**

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
INDICATOR / STANDARD	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).

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.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 aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
EXPECTATION / INDICATOR	8.W.4.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.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>	
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 16: Unit 7 Inventive Writing, pp. 137-144

## Indiana Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>	
<b>INDICATOR / STANDARD</b>	<b>8.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.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 aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

EXPECTATION / INDICATOR	8.W.4.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.
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EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
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INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 17: Unit 7 Inventive Writing, pp. 145-152

**Indiana Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2023**

**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
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INDICATOR / STANDARD	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.
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD	8.W.2.	<b>Write informative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	8.W.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 aid comprehension.
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EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD	8.W.3.	<b>Write narrative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>	
<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
EXPECTATION / INDICATOR	8.W.4.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.

EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
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<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>	
<b>INDICATOR / STANDARD</b>	<b>8.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
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<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>	
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
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<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>	
<b>INDICATOR / STANDARD</b>	<b>8.CC.1.</b>	<b>Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)</b>

<b>INDICATOR / STANDARD</b>	<b>8.CC.2.</b>	<b>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)</b>
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INDICATOR / STANDARD	8.CC.6.	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.
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Lesson 18: Unit 8 Formal Essay Models, pp. 153-158

**Indiana Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2023**

**STANDARD / STRAND** **Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
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INDICATOR / STANDARD	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 summary that supports the analysis. (E)
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD	8.W.2.	<b>Write informative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD	8.W.3.	<b>Write narrative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD	8.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
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EXPECTATION / INDICATOR	8.W.4.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.
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**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.c.	Assess the credibility and accuracy of each source.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 19: Unit 8 Formal Essay Models, pp. 159-170

**Indiana Academic Standards****Language Arts**

Grade 8 - Adopted: 2023

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
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INDICATOR / STANDARD	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.
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**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>8.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	8.W.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 aid comprehension.
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EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
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**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>8.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
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EXPECTATION / INDICATOR	8.W.4.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.
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EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.6.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
EXPECTATION / INDICATOR	8.W.6.a.	Verbs – Explaining the function of verbals (e.g., 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. (E)
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)

INDICATOR / STANDARD	8.CC.6.	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.
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Lesson 20: Unit 8 Formal Essay Models, pp. 171-178

**Indiana Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2023**

<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>

INDICATOR / STANDARD	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.
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<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
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<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>8.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	8.W.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 aid comprehension.
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EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
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<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
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<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>8.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
EXPECTATION / INDICATOR	8.W.4.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.

EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
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**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>
EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.

EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
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EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
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**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.6.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
EXPECTATION / INDICATOR	8.W.6.a.	Verbs – Explaining the function of verbals (e.g., 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. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

## Lesson 21: Unit 8 Formal Essay Models, pp. 179-184

**Indiana Academic Standards****Language Arts****Grade 8 - Adopted: 2023****STANDARD / STRAND****Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	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).

**STANDARD / STRAND****Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.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 aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:

EXPECTATION / INDICATOR	8.W.4.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.
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EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
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EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
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EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
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<b>INDICATOR / STANDARD</b>	<b>8.W.6.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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EXPECTATION / INDICATOR	8.W.6.a.	Verbs – Explaining the function of verbals (e.g., 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. (E)
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>
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EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
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**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
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INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	8.CC.6.	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.
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Lesson 22: Unit 9 Formal Critique, pp. 185-200

**Indiana Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2023**

**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
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INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
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INDICATOR / STANDARD	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 summary that supports the analysis. (E)
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INDICATOR / STANDARD	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.
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INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD	8.W.2.	<b>Write informative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	8.W.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 aid comprehension.
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EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
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EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD	8.W.3.	<b>Write narrative compositions in a variety of forms that:</b>
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EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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INDICATOR / STANDARD	8.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
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EXPECTATION / INDICATOR	8.W.4.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.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 23: Unit 9 Formal Critique, pp. 201-206

**Indiana Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2023**

<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
INDICATOR / STANDARD	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 summary that supports the analysis. (E)
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.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 aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:

EXPECTATION / INDICATOR	8.W.4.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.
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EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>	
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 24: Unit 9 Formal Critique, pp. 207-218

**Indiana Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2023

<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>	
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	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 summary that supports the analysis. (E)
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
<b>STANDARD / STRAND</b>	<b>Grade 8 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>	
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:

EXPECTATION / INDICATOR	8.W.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 aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.3.	<b>Write narrative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

EXPECTATION / INDICATOR	8.W.4.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.
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EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.5.	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR	8.W.5.b.	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
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EXPECTATION / INDICATOR	8.W.5.c.	Assess the credibility and accuracy of each source.
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
EXPECTATION / INDICATOR	8.W.5.e.	Avoid plagiarism and follow a standard format for citation.

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.6.	<b>Demonstrate command of English grammar and usage, focusing on:</b>

EXPECTATION / INDICATOR	8.W.6.a.	Verbs – Explaining the function of verbals (e.g., 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. (E)
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.7.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
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**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
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INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
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INDICATOR / STANDARD	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)
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INDICATOR / STANDARD	8.CC.6.	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.
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Lesson 25: Response to Literature, pp. 219-228

**Indiana Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2023

**STANDARD /  
STRAND****Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
INDICATOR / STANDARD	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 summary that supports the analysis. (E)
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.

**STANDARD /  
STRAND****Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.2.	Write informative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.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 aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

**STANDARD /  
STRAND****Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
<b>EXPECTATION / INDICATOR</b>	8.W.4.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.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>
<b>EXPECTATION / INDICATOR</b>	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
<b>INDICATOR / STANDARD</b>	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
<b>INDICATOR / STANDARD</b>	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)
<b>INDICATOR / STANDARD</b>	8.CC.6.	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.

Lesson 26: Response to Literature, pp. 229-232

## Indiana Academic Standards

### Language Arts

Grade 8 - Adopted: 2023

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
<b>INDICATOR / STANDARD</b>	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)

INDICATOR / STANDARD	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 summary that supports the analysis. (E)
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	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).

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.2.	<b>Write informative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.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 aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.3.	<b>Write narrative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

EXPECTATION / INDICATOR	8.W.4.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.
<b>STANDARD / STRAND</b>		<b>Grade 8 English/Language Arts</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.5.	Conduct research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.
<b>STANDARD / STRAND</b>		<b>Grade 8 English/Language Arts</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.
INDICATOR / STANDARD	8.W.7.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
<b>STANDARD / STRAND</b>		<b>Grade 8 English/Language Arts</b>
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 27: Response to Literature, pp. 233-238

## Indiana Academic Standards

### Language Arts

#### Grade 8 - Adopted: 2023

<b>STANDARD / STRAND</b>		<b>Grade 8 English/Language Arts</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.

<b>INDICATOR / STANDARD</b>	<b>8.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.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 aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
EXPECTATION / INDICATOR	8.W.4.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.
EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.5.</b>	<b>Conduct research assignments and tasks to build knowledge about the research process and the topic under study.</b>
EXPECTATION / INDICATOR	8.W.5.d.	Quote or paraphrase the information and conclusions of others.

**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.6.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
<b>EXPECTATION / INDICATOR</b>	8.W.6.a.	Verbs – Explaining the function of verbals (e.g., 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. (E)

**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>
<b>EXPECTATION / INDICATOR</b>	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)

**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
<b>INDICATOR / STANDARD</b>	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
<b>INDICATOR / STANDARD</b>	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)
<b>INDICATOR / STANDARD</b>	8.CC.6.	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.

Lesson 28: Response to Literature, pp. 239-252

**Indiana Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2023**

**STANDARD / STRAND** **Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
<b>INDICATOR / STANDARD</b>	8.RC.1.	Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)

INDICATOR / STANDARD	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 summary that supports the analysis. (E)
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	8.RC.8.	Use context to determine or clarify the meaning of words and phrases.

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.2.	<b>Write informative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.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 aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.3.	<b>Write narrative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STANDARD / STRAND**

**Grade 8 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
INDICATOR / STANDARD	8.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
EXPECTATION / INDICATOR	8.W.4.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.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR

8.W.7.a.

Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
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INDICATOR / STANDARD

8.CC.1.

Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

INDICATOR / STANDARD

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)

INDICATOR / STANDARD

8.CC.6.

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.

Lesson 29: Response to Literature, pp. 253-256

**Indiana Academic Standards****Language Arts**

Grade 8 - Adopted: 2023

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
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INDICATOR / STANDARD

8.RC.1.

Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)

INDICATOR / STANDARD

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 summary that supports the analysis. (E)

INDICATOR / STANDARD

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.

INDICATOR / STANDARD

8.RC.8.

Use context to determine or clarify the meaning of words and phrases.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
EXPECTATION / INDICATOR	8.W.4.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.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.7.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	8.W.7.a.	Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence.</b>
INDICATOR / STANDARD	8.CC.1.	Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
INDICATOR / STANDARD	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)
INDICATOR / STANDARD	8.CC.6.	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.

Lesson 30: Response to Literature, pp. 257-261

**Indiana Academic Standards****Language Arts**

Grade 8 - Adopted: 2023

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
INDICATOR / STANDARD	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.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.2.</b>	<b>Write informative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.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 aid comprehension.
EXPECTATION / INDICATOR	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
EXPECTATION / INDICATOR	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / INDICATOR	8.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
EXPECTATION / INDICATOR	8.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented. (E)

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>
EXPECTATION / INDICATOR	8.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
<b>INDICATOR / STANDARD</b>	<b>8.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
EXPECTATION / INDICATOR	8.W.4.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.
EXPECTATION / INDICATOR	8.W.4.b.	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

**STANDARD / STRAND****Grade 8 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes.</b>
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