



INDIANA ACADEMIC STANDARDS FRAMEWORKS

English/Language Arts: Grade 8

Reading Comprehension	
Domain 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.
Standard	8.RC.1: Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
Evidence Statements	Academic Vocabulary
Below <ul style="list-style-type: none">Answer a question about information explicitly stated in a text. Approaching <ul style="list-style-type: none">Make an inference to answer a question about information presented in a text.Identify strong and supportive textual evidence for a given inference. At <ul style="list-style-type: none">Answer a question about information explicitly or implicitly presented in a text, and cite one piece of strong and supportive textual evidence.Explain how textual evidence supports an inference or idea. Above <ul style="list-style-type: none">Answer a question about information explicitly or implicitly presented in a text, and provide more than one piece of strong and supportive textual evidence.	<ul style="list-style-type: none">AnalyzeExplicitly statedImplicitInferenceCiteTextual evidence
Considerations for Text	
<ul style="list-style-type: none">Qualitative Considerations:<ul style="list-style-type: none">Students should engage with literary and informational text for this standard.Quantitative Considerations:<ul style="list-style-type: none">Checkpoint Word Count: 500-712Summative Word Count: 650-950Checkpoint Lexile: 830-1185 LSummative Lexile: 925-1185 L	
Clarification Statements	
<ul style="list-style-type: none">Proficiency in this standard requires students are able to analyze, draw inferences, and cite textual evidence from both literary and informational text selections.Students will use multiple pieces of evidence from the text to support their analyses of what the text directly and indirectly states.Students will need to understand the differences between stronger and weaker evidence. When identifying strong textual evidence, students should consider details that are clear, specific, and	

directly tied to an idea or claim. For nonfiction text, the credibility of the source, the relevance of the information, and the currency of the information should also be considered.

- Analyzing what a text says explicitly involves looking for a clearly stated purpose or idea.
- When texts are vague about their purpose, they are implicit. This requires the reader to make inferences.
- Successfully making inferences requires higher-order thinking. Students will need to be able to apply their background knowledge, make predictions, draw conclusions, ask questions, make connections, and look for text clues.
- In order to cite textual evidence, students will need to be able to directly quote, paraphrase, and summarize sections of text.

Prior Knowledge and Skills

- Fluently read texts in a variety of formats that have at least 500 words and fall within a Lexile range of 830-925.
- Determine whether a text is fiction or nonfiction.
- Locate information in a text.
- Draw conclusions from a text.
- Determine when information in a text is explicitly or implicitly stated.
- Consider information in a whole text when answering a question.
- Know the qualities of strong and supportive textual evidence.
- Annotate a text for understanding.
- Appropriately paraphrase important information presented in a text to support answers.
- Use punctuation to quote accurately from a text (e.g., comma, quotation marks, single quotation marks).

Looking Back

7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)

Looking Ahead

9-10.RC.1: Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)

Instructional Resources and Strategies

- [English/Language Arts Grades K-12 Vertical Articulation Guides](#)
- [Follow 5 Steps to Make an Inference. from Smekens](#)
- [Teaching the RACE Strategy for Responding to Literature, from Differentiated Teaching](#)
- [Tips for Teaching Textual Evidence in the Secondary Classroom. from Chomping at the Lit](#)
- [Teaching Books: Thoughtfully Read Fiction and Nonfiction Books, from IN Learning Lab](#)
- [NY Times Picture Prompts. from IN Learning Lab](#)

Universal Supports for All Learners

- *Tiered Supports Coming Soon*
- [2024 Content Connectors](#)
- [Universal Design for Learning Playbook](#)
- [UDL Guideline Infographic, from Learning Designed](#)
- [UDL Guidelines from CAST](#)

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- [Universal Supports for All Learners in English/Language Arts, from IDOE's 2023 Future Focused IAS Learning Series](#)
- [Learning Styles and the Writing Process, from the University of Arizona SALT Center](#)
- [Corgi: Digital Graphic Organizers](#)
- [Reading and Writing Graphic Organizers, from BrainPop Educators](#)
- [Writing Graphic Organizers, from Student Treasures](#)

Assessment Considerations

- [Indiana Assessment Framework and Item Specifications](#)
- [ILEARN Stimulus Specifications](#)
- [ILEARN Summative PLD Map](#)
- [ILEARN Summary Writing Rubrics for Literary and Informational Text](#)
- [ILEARN ELA Performance Tasks and Student Writing Samples](#)
- [Writing Rubrics for ILEARN Performance Tasks](#)
- [IDOE Released Items Repository](#)

Interdisciplinary Connections

- [Doing a Project vs Project Based Learning](#)
- [IDOE Sample Interdisciplinary Units](#)
- [Merging STEM with ELA Through Project-Based Learning](#)

Science of Reading Considerations

Coming Soon

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