



# INDIANA ACADEMIC STANDARDS FRAMEWORKS

## English/Language Arts: Grade 8

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.
Standard	<b>8.RC.5:</b> Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Evidence Statements	Academic Vocabulary
<b>Below</b> <ul style="list-style-type: none"><li>Identify an author's purpose in a text.</li><li>Identify an author's perspective in a text.</li><li>Identify evidence in a text that supports an author's given perspective or purpose.</li><li>Identify evidence of a conflicting viewpoint in a text.</li></ul> <b>Approaching</b> <ul style="list-style-type: none"><li>Identify an author's perspective or purpose in a text, and support it with textual evidence.</li><li>Identify an author's perspective or purpose in a text, and identify conflicting evidence or viewpoints.</li><li>Explain how an author acknowledges or responds to conflicting viewpoints.</li></ul> <b>At</b> <ul style="list-style-type: none"><li>Identify an author's perspective or purpose in a text and explain how the author acknowledges and responds to conflicting viewpoints.</li></ul> <b>Above</b> <ul style="list-style-type: none"><li>Explain how an author acknowledges and responds to conflicting viewpoints, and support it with textual evidence.</li><li>Evaluate the effectiveness or impact of techniques used to present multiple perspectives.</li></ul>	<ul style="list-style-type: none"><li>Analyze</li><li>Author's perspective</li><li>Author's purpose<ul style="list-style-type: none"><li>Inform</li><li>Persuade</li><li>Entertain</li></ul></li><li>Audience</li><li>Conflicting evidence</li><li>Conflicting perspectives/viewpoints</li><li>Word Choice</li></ul>
	Considerations for Text
	<ul style="list-style-type: none"><li>Qualitative Considerations:<ul style="list-style-type: none"><li>Students should engage with informational text for this standard.</li></ul></li><li>Quantitative Considerations:<ul style="list-style-type: none"><li>Checkpoint Word Count: 500-712</li><li>Summative Word Count: 650-950</li><li>Checkpoint Lexile: 830-1185 L</li><li>Summative Lexile: 925-1185 L</li></ul></li></ul>

Clarification Statements	Common Misconceptions
<ul style="list-style-type: none"> <li>• Author’s purpose includes the author’s reasons for why (e.g., to inform, persuade, entertain) and how (e.g., details used to establish a main idea or theme, connect readers to the topic, develop a sense of importance, evoke an emotional response) they write a text.</li> <li>• When analyzing a text for author’s perspective, students will be required to determine how the author feels or what the author believes about the topic.</li> <li>• When analyzing word choice to gain an author’s perspective, students will be developing foundational knowledge for understanding tone and mood in grade nine.</li> <li>• Understanding how an author acknowledges and responds to conflicting perspectives/viewpoints is an important focus when analyzing text for craft and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• The terms perspective and point of view are often used interchangeably, but these are not synonymous in terms of literature. Point of view refers to the author’s way of deciding who is telling the story to whom, which is different from an author’s perspective.</li> </ul>
Prior Knowledge and Skills	
<ul style="list-style-type: none"> <li>• Fluently read texts in a variety of formats that have at least 500 words and fall within a Lexile range of 830-925.</li> <li>• Annotate a text for understanding.</li> <li>• Identify a variety of organizational text structures and their elements.</li> <li>• Understand that an author’s word choice is purposeful and impacts meaning.</li> <li>• Identify signal words that may be used to determine an author’s purpose.</li> <li>• Recognize words or phrases that signal opinion, bias, or perspective.</li> <li>• Distinguish between fact and opinion in a text.</li> <li>• Explain the difference between an author’s purpose and an author’s perspective.</li> <li>• Use punctuation to quote accurately from a text (e.g., comma, quotation marks, single quotation marks).</li> </ul>	
Looking Back	Looking Ahead
<b>7.RC.7:</b> Determine an author’s perspective or purpose in a text, and analyze how the author distinguishes their position from the positions of others. (E)	<b>9-10.RC.6:</b> Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
Instructional Resources and Strategies	
<ul style="list-style-type: none"> <li>• <a href="#">English/Language Arts Grades K-12 Vertical Articulation Guides</a></li> <li>• <a href="#">Clarify Purpose Versus Point of View Versus Perspective, from Smekens</a></li> <li>• <a href="#">Author's Purpose: Easy as PIE, from Elephango</a></li> <li>• <a href="#">Teaching About Author's Perspective, from Crafting Connections</a></li> </ul>	

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- [Determining Author's Perspective, an example lesson from Mrs. Rief](#)
- [Analyzing Word Choice - Literary Analysis for Teens!, from Miacademy Learning Channel](#)

### 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](#)
- [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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