



Literature™

Indiana

HMH Into Literature™ Indiana
correlated to the
Indiana Academic Standards
English/Language Arts

Grade 8

Houghton Mifflin Harcourt
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correlated to the

Indiana Academic Standards English/Language Arts
Grade 8

Standard	Description	Citations
READING: <i>Literature</i>		
RL.1: LEARNING OUTCOME FOR READING LITERATURE		
Read and comprehend a variety of literature independently and proficiently		
Learning Outcome		
8.RL.1	Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	SE: 2–12, 29–34, 91–100, 105–110, 112–129, 138–139, 152–181, 185–197, 201–206, 275–284, 289–294, 296–301, 306, 308–309, 339–348, 352–363, 406–497, 522–533
RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT		
Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas		
Key Ideas and Support		
8.RL.2.1	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	SE: 12, 34, 100, 110, 128, 142–146, 148, 180, 196, 206, 284–285, 294, 306, 309, 348, 360, 362, 462, 496, 530, 532–533
8.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	SE: 2–3, 12–13, 35, 63, 113, 117–119, 126, 128, 141, 152–153, 181, 185, 190, 194, 196, 229, 311, 362, 393, 406, 432, 496, 528, 532–533, 535
8.RL.2.3	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	SE: 2–3, 5, 7–8, 11–12, 91–94, 96–97, 100, 113, 115–116, 121, 123–124, 128, 152–153, 155, 157–160, 162, 165–166, 169–170, 172–176, 180, 191, 196, 281, 284, 406–407, 409, 414, 416, 419–420, 422, 424, 427, 429, 431, 434–435, 438, 441, 445, 447–448, 452–453, 457, 459, 462, 465, 467–468, 472, 476, 482–483, 485–486, 489, 495–496

Standard	Description	Citations
8.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION		
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view		
Structural Elements and Organization		
8.RL.3.1	Compare and contrast the structure of two or more related works of literature (e.g., <i>similar topic or theme</i>), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	SE: 112–139, 296–309, 352–363, 522–533
8.RL.3.2	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	SE: 2–13, 29–35, 112–129, 152–181, 522–527, 530–531
RL.4: SYNTHESIS AND CONNECTION OF IDEAS		
Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning		
Synthesis and Connection of Ideas		
8.RL.4.1	Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	SE: 132–139
8.RL.4.2	Analyze how works of literature draw on and transform earlier texts.	SE: 105–111, 202–205, 275, 284
READING: Nonfiction		
RN.1: LEARNING OUTCOME FOR READING NONFICTION		
Read and comprehend a variety of nonfiction independently and proficiently		
Learning Outcome		
8.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	SE: 17–25, 36–44, 48–56, 76–86, 208–222, 240–251, 255–270, 302–306, 324–334, 364–372, 376–386, 501–508, 513–520, 522–530

Standard	Description	Citations
RN.2: KEY IDEAS AND TEXTUAL SUPPORT		
Extract and construct meaning from nonfiction texts using a range of comprehension skills		
Key Ideas and Textual Support		
8.RN.2.1	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	SE: 24–25, 44–45, 56, 60–61, 86, 222, 250–251, 270, 306, 308, 334–335, 372–373, 386, 390, 501, 504–505, 508, 520
8.RN.2.2	Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	SE: 17–19, 21–24, 36–44, 48–56, 60, 76–77, 79–86, 222, 304, 324–325, 327, 329–334, 364–368, 370–372, 376–386, 390, 513–514, 516, 518–520
8.RN.2.3	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	SE: 21–22, 24, 38, 44, 52–53, 79, 83–84, 86, 212, 222, 255–256, 260, 368, 372, 377, 379–380, 382, 386, 520
RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION		
Build understanding of nonfiction text, using knowledge of structural organization and author’s purpose and message		
Structural Elements and Organization		
8.RN.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
8.RN.3.2	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	SE: 17, 19, 21–22, 44, 50, 56, 82, 215, 222, 243, 247, 250, 262, 298, 302, 306, 330, 334, 367–368, 370, 372, 377, 380, 382–383, 386, 516, 518, 520
8.RN.3.3	Determine an author’s perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	SE: 23, 39–43, 44, 48–49, 60–61, 79, 83, 85, 86, 208, 222, 240, 243, 245–246, 250–251, 266, 308, 324–325, 327, 329–334, 365, 368, 370–372, 379–380, 386, 390, 513
RN.4: SYNTHESIS AND CONNECTION OF IDEAS		
Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas		
Synthesis and Connection of Ideas		
8.RN.4.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	SE: 19, 21, 24, 36–44, 48–56, 60, 364–368, 370–372, 376–386, 390

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8.RN.4.2	Evaluate the advantages and disadvantages of using different mediums (e.g., <i>print or digital text, video, multimedia</i>) to present a particular topic or idea.	SE: 208–212, 216, 218–219, 222, 226
8.RN.4.3	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	SE: 36–37, 39–43, 48–49, 51–55, 60–61, 364–365, 367–370, 376, 379–385, 390
READING: Vocabulary		
RV.1: LEARNING OUTCOME FOR READING VOCABULARY		
Acquire, refine, and apply vocabulary using various strategies and sources		
Learning Outcome		
8.RV.1	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE: 1, 8–10, 13, 14, 19–20, 22–23, 25–26, 35, 39–43, 45–46, 52–54, 57–58, 68, 75, 82–83, 87–88, 93–95, 98, 101–102, 111, 115–117, 119–120, 122–123, 126, 129–130, 137, 151, 158, 160, 162, 164, 169, 181–182, 187–188, 192–193, 197–198, 207, 213, 215, 218, 220, 223–224, 234, 239, 246–248, 251–252, 260, 262–263, 271–272, 277–279, 282–283, 285–286, 295, 307, 316, 323, 330–332, 335–336, 342, 346, 349–350, 361, 367, 369–370, 373–374, 379, 381, 387–388, 398, 405, 416, 425, 433, 455, 459, 466, 497–498, 504–506, 509–510, 521, 531, 540
RV.2: VOCABULARY BUILDING		
Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships		
Vocabulary Building		
8.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	SE: 14, 20, 23, 26, 130, 182, 198, 224, 240, 248, 250, 252, 286, 336, 350, 374, 510
8.RV.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
8.RV.2.3	Distinguish among the connotations of words with similar denotations.	SE: 87, 251, 255, 510, 537
8.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).	SE: 1, 58, 75, 130, 151, 239, 252, 272, 323, 388, 405

Standard	Description	Citations
8.RV.2.5	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	SE: 1, 46, 75, 102, 130, 151, 182, 198, 239, 252, 272, 323, 336, 350, 405
RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings		
Vocabulary in Literature and Nonfiction Texts		
8.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	SE: 14, 96, 105–107, 110, 114, 128, 169, 172, 178, 182, 202, 204, 206, 275, 284, 286, 289–290, 292, 294, 300, 308, 350, 360, 362, 496, 524, 527, 529–530, 532–533
8.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	SE: 20, 23, 26, 52, 224, 240, 248, 250–251, 255, 257, 262, 308, 336, 367, 375, 377, 382, 504, 510, 513–514, 516, 518, 520
8.RV.3.3	Interpret figures of speech (e.g. <i>verbal irony</i> , <i>puns</i>) in context.	SE: 30, 32, 34, 202, 204, 206, 286, 289–290, 292–294, 360, 524–525, 527–530, 532
Writing		
W.1: LEARNING OUTCOME FOR WRITING		
Write effectively for a variety of tasks, purposes, and audiences		
Learning Outcome		
8.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	SE: 13, 25, 35, 45, 57, 64–70, 73, 87, 101, 111, 129, 142–149, 181, 197, 207, 223, 230–237, 251, 271, 285, 295, 312–318, 321, 335, 349, 361, 373, 387, 394–400, 403, 533, 536–543

Standard	Description	Citations
W.2: HANDWRITING		
Demonstrate the ability to write legibly		
Handwriting		
8.W.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
W.3: WRITING GENRES		
Develop and refine writing skills by writing for different purposes and to specific audiences or people		
Argumentative		
8.W.3.1 Write arguments in a variety of forms that –		
•	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE: 45, 87, 271, 373, 394–400
•	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE: 45, 87, 271, 373, 394–40
•	Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE: 271, 394, 396, 398, 400
•	Establish and maintain a consistent style and tone appropriate to purpose and audience.	SE: 59, 199, 394, 398, 400
•	Provide a concluding statement or section that follows from and supports the argument presented.	SE: 45, 271, 373, 394, 398, 400
Informative		
8.W.3.2 Write informative compositions on a variety of topics that –		
•	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension.	SE: 25, 57, 64–70, 142–148, 251, 312–318

Standard	Description	Citations
•	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	SE: 25, 64–70, 129, 142–148, 251, 285, 312, 314–318, 335, 387, 533
•	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE: 64, 68, 69–70, 142, 146, 148, 312, 316, 318
•	Choose language and content -specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	SE: 25, 57, 70, 129, 142, 148, 314, 318, 251, 285, 335, 361, 387, 533
•	Establish and maintain a style appropriate to the purpose and audience.	SE: 59, 199, 314, 318
•	Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE: 25, 64, 68, 70, 142, 144, 146, 148, 312, 314, 316, 318, 387
Narrative		
8.W.3.3	Write narrative compositions in a variety of forms that –	
•	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	SE: 101, 197, 230–236, 536–542
•	Organize an event sequence (e.g., <i>conflict</i> , <i>climax</i> , <i>resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	SE: 101, 197, 230–236, 536–542
•	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	SE: 101, 197, 230–236, 536–542
•	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE: 101, 197, 230–236, 536–542

Standard	Description	Citations
•	Provide an ending that follows from and reflects on the narrated experiences or events.	SE: 230, 232, 234, 236, 536, 540, 542
W.4: THE WRITING PROCESS		
Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
The Writing Process		
8.W.4	Apply the writing process to –	
•	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	SE: 64–70, 142–148, 230–236, 312–318, 394–400, 536–542
•	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.	SE: 57, 66, 69, 129, 139, 147, 197, 223, 232, 235, 251, 271, 285, 317, 373, 387, 396, 399, 533, 541
W.5: THE RESEARCH PROCESS		
Build knowledge about the research process and the topic under study by conducting research		
Finding, Assessing, Synthesizing, and Reporting Information		
8.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	
•	Formulate a research question.	SE: 306, 313, 360, 520, 530
•	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.	SE: 12, 24, 44, 56, 61, 86, 100, 110, 128, 136, 145, 148, 180, 196, 206, 222, 250, 270, 284, 294, 306, 313, 318, 334, 348, 360, 372, 386, 391, 496, 508, 530
•	Assess the credibility and accuracy of each source.	SE: 56, 100, 128, 180, 196, 206, 306, 313, 348, 360, 372, 386, 508
•	Quote or paraphrase the information and conclusions of others.	SE: 148, 312, 314–316, 318
•	Avoid plagiarism and follow a standard format for citation.	SE: 148, 312, 314–316, 318, 360, 530

Standard	Description	Citations	
•	Present information, choosing from a variety of formats.	SE:	24–25, 34, 44–45, 56, 64–72, 86, 110, 128, 196, 206, 222, 270–271, 284–285, 306–307, 312–320, 334–335, 360, 372–373, 386, 394–402, 508, 530
W.6: CONVENTIONS OF STANDARD ENGLISH			
Demonstrate command of the conventions of standard English			
Grammar and Usage			
8.W.8.1	Demonstrate command of English grammar and usage, focusing on:		
8.W.8.1a	Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i>		
8.W.8.1b	Verbs – Explaining the function of verbals (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.	Grammar Studio: The Phrase: Grammar Studio: The Phrase: Grammar Studio: The Phrase:	Participles and Participial Phrases Gerunds and Gerund Phrases Infinitives and Infinitive Phrases
8.W.8.1c	Adjectives and Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>		
8.W.8.1d	Phrases and Clauses – <i>Students are expected to build upon and continue applying conventions learned previously.</i>		
8.W.8.1e	Usage – <i>Students are expected to build upon and continue applying conventions learned previously.</i>		

Standard	Description	Citations
Capitalization, Punctuation, and Spelling		
8.W.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
8.W.8.2a	Capitalization – <i>Students are expected to build upon and continue applying conventions learned previously</i>	
8.W.8.2b	Punctuation –	
•	Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	SE: 89, 92, 103 Grammar Studio: Punctuation II: Ellipses
8.W.8.2c	Spelling – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
Speaking and Listening		
SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING		
Refine and apply effective communication skills through speaking and active listening		
Learning Outcome		
8.SL.1	Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	SE: 13, 24–25, 34, 44–45, 56–57, 71–72, 86–87, 110, 128–129, 136–137, 180–181, 196–197, 206–207, 222–223, 250–251, 285, 294, 306, 319–320, 401–402, 496–497, 508–509, 520–521, 530
SL.2: DISCUSSION AND COLLABORATION		
Refine and apply reciprocal communication skills by participating in a range of collaborative discussions		
Discussion and Collaboration		
8.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly.	SE: 12–13, 24–25, 34–35, 44–45, 56–57, 60–61, 71–72, 86–87, 110, 128–129, 136–139, 180–181, 196–197, 206–207, 222–223, 226, 250–251, 285, 294, 306, 308–309, 319–320, 334–335, 348, 360–361, 372, 386–387, 362–363, 390–391, 401–402, 496–497, 508–509, 520–521, 530, 532–533

Standard	Description	Citations
8.SL.2.2	Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	SE: 13, 24–25, 34, 44–45, 56–57, 86–87, 110, 128–129, 136–137, 180–181, 196–197, 206–207, 222–223, 250–251, 285, 294, 306, 319–320, 433, 445, 455, 496–497, 508–509, 520–521, 530
8.SL.2.3	Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SE: 25, 45, 57, 72, 101, 137, 197, 207, 223, 251, 295, 319–320, 433, 445, 455, 490
8.SL.2.4	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.	SE: 45, 57, 72, 87, 129, 181, 197, 207, 223, 251, 295, 319–320, 445, 455, 490
8.SL.2.5	Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.	SE: 24, 44, 57, 129, 181, 207, 251, 270, 319, 433, 445, 455, 478
SL.3: COMPREHENSION		
Refine and apply active listening and interpretation skills using various strategies		
Comprehension		
8.SL.3.1	Analyze the purpose of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and evaluate the motives (e.g., <i>social, commercial, political</i>) behind its presentation.	SE: 132–139, 208–222, 226–227, 308–309, 390
8.SL.3.2	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SE: 56, 60–61, 373, 391 Speaking and Listening Studio: Analyzing and Evaluating Presentations
SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS		
Refine and apply speaking skills to communicate ideas effectively in a variety of situations		
Presentation of Knowledge and Ideas		
8.SL.4.1	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	SE: 44, 56, 72, 139, 206–207, 271, 306, 309, 319–320, 373, 401–402, 530

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8.SL.4.2	Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.	SE: 57, 71, 139, 271, 373, 401, 521
8.SL.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
Media Literacy		
ML.1: LEARNING OUTCOME FOR MEDIA LITERACY		
Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes		
Learning Outcome		
8.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	SE: 17–24, 36–45, 48–56, 60, 208–222, 226, 240–251, 255–270, 302–306, 308, 324–334, 364–372, 376–386, 390, 501–508, 513–520
ML.2: MEDIA LITERACY		
Analyze the purposes of media and the ways in which media can have influences		
Media Literacy		
8.ML.2.1	Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.	SE: 36–44, 48–56, 60, 208–222, 226, 364–372, 376–386, 390, 513–520
8.ML.2.2	Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	SE: 196, 206, 270, 294, 390, 508, 516, 518, 520



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