

Common Core State Standards Correlations

LANGUAGE STANDARDS	
Common Core Standard	Student Pages
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: 2–16, 18–30, 32–56, 60–65, 68–69, 74–82, 110–121, 124–138, 164, 180, 196–203, 210–220, 265, 271, 295, 310, 379, 388, 421, 433, 479, 493, 503, 525, 618–619, 621, 639 TE: 2–16, 18–30, 32–56, 60–65, 68–69, 74–82, 110–121, 124–138, 164, 166–180, 196–203, 210–220, 262, 264–266, 268, 270–274, 276, 278, 280, 282, 295, 300, 302, 304, 308–312, 314, 316, 318, 320, 376, 378–380, 382, 384, 386, 388, 390, 392, 394, 396, 414, 416, 418, 420–422, 424, 426, 428, 430, 432–434, 441, 452, 454, 456, 458, 460, 462, 479, 490, 492–494, 502–504, 506, 508, 510, 524, 618–619, 638–639
L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	SE: 58, 59, 84, 85–108, 142–143, 203–209, 216, 218, 220, 353, 359, 361, 367, 431 TE: 58, 59, 84–108, 142–143, 203–209, 216, 218, 338, 340, 342, 344, 346, 348, 350, 352–354, 356, 358, 361, 367, 496, 498, 500
L.8.1b Form and use verbs in the active and passive voice.	SE: 66–67, 74, 80, 82, 84, 88, 94, 333 TE: 66–67, 81, 306, 306, 332
L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	SE: 70–73, 81–82 TE: 70–73, 81, 310, 312
L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.	SE: 66, 70, 619–621 TE: 66, 70, 72, 618, 620–621
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 11, 146–147, 170–171, 176, 178–179, 182–194, 256, 257, 312–316, 371, 409, 576–579, 595, 599 TE: 12, 147, 170, 176–177, 182–194, 256–257, 295, 312–316, 371, 409, 429, 464, 466, 468, 470, 472, 576–580, 595, 599–600, 618, 620, 622, 624, 626, 628
L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	SE: 182, 192–193, 576 TE: 182–183, 576
L.8.2b Use an ellipsis to indicate an omission.	SE: 188–189, 578–579 TE: 188–189, 578–579
L.8.2c Spell correctly.	SE: 257, 295, 333, 371, 447 TE: 257, 295, 332–333, 371, 408, 447, 484–485, 522–523

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L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE: 3, 5, 7, 9, 11, 13, 16, 19, 21, 23, 25, 27, 29, 30, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 56, 59, 61, 63, 65, 67, 69, 71, 75, 77, 79, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 108, 111, 113, 115, 117, 119, 122, 125, 127, 129, 131, 133, 135, 138, 141, 143, 145, 151, 153, 155, 157, 159, 161, 167, 169, 171, 173, 177, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 231, 241, 242, 243, 255, 291, 294–295, 308–309, 311, 319, 341, 369, 388–391, 407–408, 417, 445, 447, 480, 485, 522, 523, 540, 562–563, 600–601 TE: 37, 45, 122, 145, 147, 159, 163, 167, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242–244, 255, 290, 318, 324, 328, 332, 341, 368, 388–391, 397, 407–408, 445, 480, 484, 522–523, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 563, 568, 570, 572, 574, 576–578, 580, 582, 584, 586, 588, 600, 606, 608, 610, 612, 614, 616
L.8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. (e.g. emphasizing the actor or the action; expressing uncertainty or describing a state contrary to the fact).	SE: 72–73 TE: 72–73
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	SE: 542–547 TE: 137, 243, 379
L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to meaning of a word or phrase.	SE: 464–467, 506–507, 542–543, 545, 582–583 TE: 464–467, 506–507, 542–543, 582
L.8.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	SE: 274–277, 392–395, 430–433 TE: 274, 276–278, 392–396, 430–434, 446
L.8.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify its precise meaning or part of speech.	SE: 3, 23, 241, 275–281, 350–353, 379, 394–395, 467, 508–509, 544–545 TE: 3, 4, 95, 171, 275–276, 278–281, 294, 315, 350–353, 371, 395, 431, 507–509, 545
L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	SE: 465–466, 507 TE: 506, 583
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE: 365, 382, 464, 466, 471 TE: 364, 366, 382, 464, 466–467, 470
L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.	SE: 354–357, 543, 580–583 TE: 354–358, 580–584
L.8.5b Use the relationship between particular words to better understand each of the words.	SE: 196–211, 242–243 TE: 196–211, 242–243
L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	SE: 352–353 TE: 352–353

LANGUAGE STANDARDS	
Common Core Standard	Student Pages
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE: 278–281, 542–545 TE: 3, 278–281, 542–545
W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	SE: 23, 33, 87, 155, 412–414, 417, 424–425, 427, 429, 438–443, 528–530, 533, 554, 556–557, 566–568, 571, 592, 594–595 TE: 39, 53, 412–417, 419, 422, 424–425, 433, 438–440, 467, 528–530, 533, 542, 554–557, 566, 568, 571, 592
W.8.1a Introduce claim(s), acknowledge and distinguish the claims(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE: 414–416, 445, 528–533, 538, 540, 568–570, 585 TE: 414–417, 420–421, 444, 528–534, 538–541, 566–571, 585
W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE: 414–416, 529, 532–533, 568–571, 585 TE: 414–416, 421, 440, 445, 528, 530–531, 533, 566–571, 575, 585, 595
W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE: 426–429, 445–446, 528–529, 534–541, 557 TE: 426–430, 441–444, 534–541, 557, 561
W.8.1d Establish and maintain a formal style.	SE: 530–531, 557, 562, 595, 600 TE: 421, 441, 528, 530–531, 562, 566, 568
W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.	SE: 415, 417, 445, 529, 532, 569, 571 TE: 414–416, 444, 528, 532, 566, 568–571
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SE: 7, 9, 11, 13, 39, 43, 71, 73, 75, 77, 89, 91, 97, 99, 101, 119, 122, 129, 131, 133, 135, 141, 143, 145, 153, 157, 159, 169, 171, 177, 183, 185, 260–262, 267, 286, 288, 298, 302–303, 307, 324–325, 334–335, 374–376, 383, 391, 393, 395, 400, 402–405, 407–408, 410, 488–489, 492, 514, 516, 575, 625 TE: 7, 9, 19, 56, 59, 65, 73, 103, 105, 107, 147, 157, 163, 171, 185, 193, 262, 264, 266–267, 269, 270, 282, 288, 303, 305, 307, 324–325, 334–335, 374–378, 383, 384, 389, 393, 400–403, 405, 410–411, 488–489, 514, 516, 562
W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE: 262, 264–269, 289, 300, 304, 311, 376–379, 492–493, 515, 546–549, 562, 565 TE: 260, 262, 267, 272, 282, 288, 304–305, 326–327, 374, 376–379, 407, 492–493, 515–516, 546–549, 564
W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	SE: 16, 45, 51, 56, 69, 105, 263–264, 266, 272, 305, 380–383, 425, 515 TE: 77, 260, 267, 268, 269, 274, 307, 308, 331, 374, 378, 380, 381, 382, 383, 488, 515
W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE: 266–269 TE: 267–269, 289, 407

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WRITING STANDARDS

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W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 293, 331, 542–545 TE: 260, 268–269, 292, 327, 331, 408, 542–543, 545, 562
W.8.2e Establish and maintain a formal style.	SE: 304, 305, 327 TE: 298, 304–308, 326, 333, 374, 488, 518, 521
W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE: 263, 264, 289, 319, 377–378, 521 TE: 265–266, 288, 378–380
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE: 19, 25, 35, 37, 41, 111, 125, 138, 173, 222–229, 245, 248–256, 258–259, 336–338, 340, 353, 362, 450–453, 476–478, 486, 604–606, 610, 613, 630, 632–633 TE: 67, 222–228, 230–232, 248–256, 258–259, 336–338, 362, 427, 450–453, 475–478, 486, 604–607, 610, 630–631
W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	SE: 232–233, 239, 338–345, 360, 452–457, 473, 606–609, 613, 631 TE: 222, 232–236, 245, 336–337, 340, 342–346, 360, 365, 450, 452–457, 473, 474, 477, 481, 604–609, 630
W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	SE: 228, 453, 458–467, 479, 483, 606–613, 633, 635 TE: 451, 458–479, 482, 604–610, 612, 633–634, 637
W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	SE: 234–238 TE: 234–240, 427
W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE: 228, 230, 239–243, 255, 338–341, 344, 346–349, 351, 359, 366, 455, 469–470, 614–617, 635 TE: 222, 229–234, 239–244, 254, 336–341, 343–351, 366, 370, 455, 457, 458, 470–471, 614–617, 637
W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.	SE: 230 TE: 222, 230
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE: 3, 5, 27, 29, 30, 85, 93, 95, 103, 167, 248–251, 258–259, 263, 296–297, 300–301, 303, 316, 318, 319, 324, 364–365, 372, 410, 418–421, 438, 446, 448–449, 468–469, 471, 472, 487, 524–525, 564–565, 602–603, 640–641 TE: 29, 97, 129, 133, 145, 167, 248–251, 258–259, 271, 296–297, 298–302, 304, 316, 318–320, 324, 364, 372, 410, 413, 418–422, 438, 446, 448–449, 468–472, 486, 524–525, 564, 602–603, 640–641

WRITING STANDARDS	
Common Core Standard	Student Pages
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	SE: 237, 252–257, 269–273, 286–287, 290–295, 305, 328–333, 346–349, 362–363, 366–371, 373, 400, 404–409, 411, 438, 442–447, 476, 480–485, 514–515, 518–523, 545, 554–555, 558–563, 593, 596–601, 630, 634–639 TE: 111, 234, 252–257, 264, 270, 273, 286–295, 305, 328–333, 346–350, 362–363, 366–371, 373, 400, 402, 404–409, 438, 440, 442–446, 476, 480–485, 514–515, 518–523, 554–555, 558–563, 593, 595–601, 630–631, 634–639
W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	SE: 259, 267, 279, 297, 319, 335, 343, 373, 383, 411, 435, 449, 487, 525, 565, 603, 641 TE: 229, 253, 267, 269, 279, 295, 296, 319, 343, 372, 383, 435, 564–565, 602–603, 640–641
W.8.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	SE: 21, 324, 398, 400–401, 493, 503, 554, 593 TE: 47, 97, 171, 185, 193, 324, 325, 398, 400, 401, 413, 439, 465, 501, 503, 554, 592–593, 613
W.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	SE: 131, 133, 358, 362, 384–387, 419, 492, 496–505, 517, 543, 554 TE: 131, 260, 299, 301, 307, 319, 358, 363, 384–388, 419, 441, 493, 496–505, 515, 517, 554–555, 586, 588
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE: 16, 30, 56, 82, 108, 122, 138, 164, 180, 194, 317 TE: 317
W.8.9a Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	SE: 481, 572–575, 588–589, 592, 622–623, 625, 629 TE: 467, 572–576, 589, 592, 613, 617, 622–623, 632
W.8.9b Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “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: 265, 267, 326, 422–423, 425, 558–559, 584–587 TE: 260–261, 263–265, 268–296, 334, 374, 377, 417, 422–423, 425, 516, 556, 584–587
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE: 248–249, 286, 324–325, 362, 400, 438, 476, 514, 554 TE: 3, 5, 15, 25, 43, 73, 99, 155, 173, 248–249, 286, 297, 324–325, 335, 362, 373, 400–411, 438, 449, 476, 487, 525, 565, 603, 641

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SPEAKING AND LISTENING STANDARDS

Common Core Standard	Student Pages
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	SE: 245, 247, 323, 397, 510, 550, 552–553, 588, 590, 629 TE: 245–246, 287, 321, 397–399, 435, 510, 550–553, 588–589, 591, 628–629, 635, 641
SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SE: 511, 550–551, 588–589 TE: 511, 551, 589
SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SE: 513, 552–553, 590 TE: 513, 550, 552, 590–591
SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	SE: 553, 590 TE: 552–553, 590
SL.8.1d Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	SE: 553, 590–591 TE: 552–553, 590
SL.8.2 Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation.	SE: 283, 553 TE: 359
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SE: 246, 285, 361, 399, 436, 513, 553, 590 TE: 246, 283, 361, 436, 437
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	SE: 282–285, 396–399, 435–436, 437, 512, 552, 628 TE: 282, 284–285, 396–398, 434–436, 512, 590–591, 629
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SE: 247, 283–285, 361, 434–435, 467, 487, 512, 626–628 TE: 247, 282–285, 434, 467, 472–473, 487, 512, 623, 625–627
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	SE: 244–247, 320–323, 358–361, 472–475, 487, 552, 622, 624–625 TE: 244, 246–247, 320–323, 358, 360–361, 472–475, 487, 622–625