

**Literature and Thought**  
***The Main Event***

**Correlation to the Common Core State Standards for English Language Arts Grade 8**

**SB = Student Book**  
**TG = Teacher Guide**

**English Language Arts Standards » Reading: Literature » Grade 8**

**Key Ideas and Details**

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SB: 16-25; 26; 27; 28-29; 30; 32-33; 442; 49; 59-65; 66; 78-77; 104; 114-124; 125-142; 143 TG: 13; 14; 15; 17; 25; 28; 29; 36; 39; 48; 49
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2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	SB: 3-5; 9-13
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**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	SB: 14; 26-31 TG: 12; 14; 19; 22; 31; 34; 41; 45; 50
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6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	SB: 58-65 TG: 28
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**Integration of Knowledge and Ideas**

9. 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.	SB: 78-87 TG: 36
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**Range of Reading and Level of Text Complexity**

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134 TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47
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**English Language Arts Standards » Reading: Informational Text » Grade 8**

**Key Ideas and Details**

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134 TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47
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2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134 TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47
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3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134 TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47
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**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a 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.	SB: 14
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**Range of Reading and Level of Text Complexity**

10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134 TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47
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**English Language Arts Standards » Writing » Grade 8**

**Text Types and Purposes**

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	42; 66; 104 TG: 18; 30; 40; 53
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 aiding comprehension.	42; 66; 104 TG: 18; 30; 40; 53
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	42; 66; 104 TG: 18; 30; 40; 53
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	42; 66; 104 TG: 18; 30; 40; 53
e. Establish and maintain a formal style.	42; 66; 104 TG: 18; 30; 40; 53
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	42; 66; 104 TG: 18; 30; 40; 53

**Production and Distribution of Writing**

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.)	42; 66; 104 TG: 18; 30; 40; 53
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.	42; 66; 104 TG: 18; 30; 40; 53

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**Research to Build and Present Knowledge**

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

TG: 51-53

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

TG: 51-53

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

TG: 51-53

Apply *grade 8 Reading standards* 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”).

SB: 78-87  
TG: 36

**English Language Arts Standards » Speaking & Listening » Grade 8**

**Comprehension and Collaboration**

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.

SB:42; 66; 104; 143  
TG:17; 29; 39

a. 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.

SB:42; 66; 104; 143  
TG:17; 29; 39

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

SB:42; 66; 104; 143  
TG:17; 29; 39

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SB:42; 66; 104; 143  
TG:17; 29; 39

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SB:42; 66; 104; 143  
TG:17; 29; 39

3. 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.

SB:42; 66; 104; 143  
TG:17; 29; 39

**Presentation of Knowledge and Ideas**

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.

TG: 51-52

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

TG: 51-52

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

TG: 51-52

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**English Language Arts Standards » History/Social Studies » Grades 6-8**

**Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources.	SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134 TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134 TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	SB: 14
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**English Language Arts Standards » Writing » Grades 6-8**

**Text Types and Purposes**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	42; 66; 104 TG: 18; 30; 40; 53
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	42; 66; 104 TG: 18; 30; 40; 53
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	42; 66; 104 TG: 18; 30; 40; 53
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	42; 66; 104 TG: 18; 30; 40; 53
e. Establish and maintain a formal style and objective tone.	42; 66; 104 TG: 18; 30; 40; 53
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	42; 66; 104 TG: 18; 30; 40; 53

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	42; 66; 104 TG: 18; 30; 40; 53
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.	42; 66; 104 TG: 18; 30; 40; 53

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7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

TG: 51-52

9. Draw evidence from informational texts to support analysis reflection, and research.

TG: 51-52