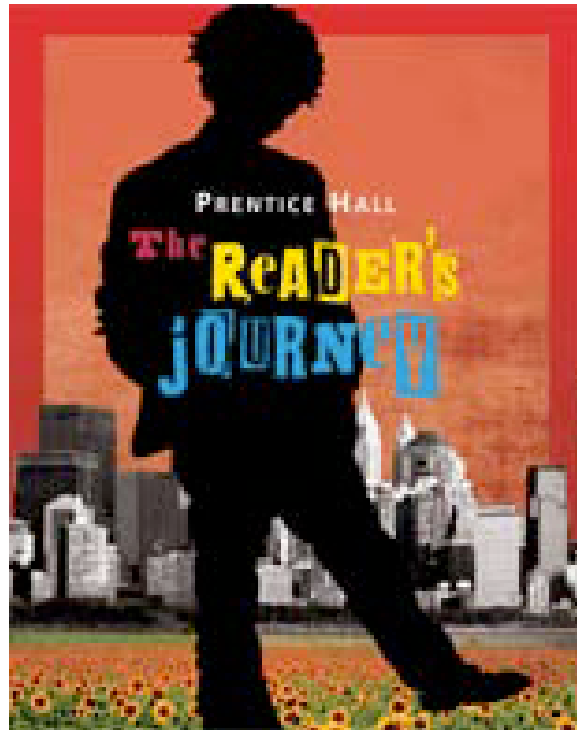


A Correlation of

**Prentice Hall**  
**The Reader's Journey**  
**Grade 8 © 2009**



To the  
**Common Core Standards**  
for  
**English Language Arts**  
**Grade 8**

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**INTRODUCTION**

This document demonstrates how *The Reader's Journey* meets the objectives of the *Common Core Standards for Language Arts (2010)*. Correlation page references are to the Teacher's Organizer and are cited by activity and page number. The Teacher's Organizer contains full-size, annotated student pages.

*The Reader's Journey* is an innovative novel-based Language Arts program dedicated to making students lifelong readers. The program was developed using Grant Wiggins's Understanding by Design model - a common sense approach for connecting curriculum, instruction and assessment so students develop deep understanding every day.

Designed for today's middle school classroom, *The Reader's Journey* is a standards-based program that combines the flexibility of a leveled library with the comprehensive curriculum coverage that has been a hallmark of Prentice Hall language arts programs. The program is based on leveled novels and readers. Included is a suggested library of 36 titles to meet the needs of a very wide range of reading abilities within the same grade level. This program is also flexible. Teachers can select their own novels from a blend of canon, contemporary, and multi-ethnic novels and high-interest readers.

- Six different readers for each unit
- 1 book at two grades below grade level
- 2 books at one grade below grade level
- 2 books on grade level
- 1 book above grade level

Through *The Reader's Journey* consumable workbooks, students have access to skills support, instruction and practice for the basics of a language arts program, and active reading strategies for struggling and advanced learners alike.

Through *The Reader's Journey* Teacher's Organizer, teachers have access to:

- Detailed information about each novel option, including reading levels and sensitive issues
- Lesson plans including suggested questions and pacing guides
- Library options for ELL students and controlled vocabulary readers for struggling readers
- Professional development
- Strategies for differentiated instruction
- Transparencies

This document demonstrates the high degree of success students will achieve by using *The Reader's Journey*.

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Common Core Standards for English Language Arts, Grade 8	Prentice Hall The Reader's Journey, Grade 8 ©2009
<b>English Language Arts Standards » Reading: Literature » Introduction</b>	
<p>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</p> <p>The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p>	
<b>English Language Arts Standards » Reading: Literature » Grade 8</b>	
<b>Key Ideas and Details</b>	
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.	<b>SE/TE:</b> Questions after Reading/Thinking About the Selection, 35, 37, 49, 87, 122, 136-137, 157, 160, 171, 173, 175, 183, 232, 293, 301, 305, 307, 311, 313, 317, 335, 337, 343, 349, 353, 385, 387, 393, 404, 409, 415, 418, 423, 425, 433; Reading Skills: Making Inferences, 110, 111; Infer, 100, 157, 348, 353, 385, 393, 415
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.	<b>SE/TE:</b> Elements of Fiction: Theme, 6; Comparing Literary Works: Theme, 74, 75-77, 78-86, 87; The Big Question (theme): Apply, 107, 371; from "Raymond's Run," 157; Compare and Contrast, 97, 199, 279, 361, 445; Thinking About the Selection: Interpret/Connect Theme, 171, 415; Reading Skills: Summarizing, 498
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<b>SE/TE:</b> Elements of Fiction (Character/Setting/Plot), 6, 22, 373, 401; Literary Analysis: Conflict, 34-35; Understanding Plot, 36-37, 38-48, 49; Setting, 66-67, 68-72, 73, 311; Character, 156-157, 158-160, 161-170, 171, 183, 386-387, 388-392, 393; Suspense, 408-409, 410-414, 415; Literature Circles: Subplots/Power and Conflict, 146-147, 196-197; "The Piano Lesson," 426-429; "A Raisin in the Sun," 429-432; Thinking About the Selections, 433
<b>Craft and Structure</b>	
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.	<b>SE/TE:</b> Figurative Language, 266, 271, 290, 312, 313, 314, 315, 316, 317, 328, 353; Connotation/Denotation, 219, 231, 232, 238, 282, 291, 346; Thinking About the Selection: Allusion, 129, 136; Analogy, Metaphor, 314, 315, 317; Comparing Literary Works: Metaphor, Analogy, 312, 313
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<b>SE/TE:</b> Literary Analysis: Forms of Poetry, 346-347, 350-353; Comparing Literary Works, 7, 49, 65, 74-87, 97, 109, 171, 265, 266-271, 279, 305, 311, 312-317, 343, 353, 361, 371, 393, 407, 415, 423, 424-433, 445

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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.	<b>SE/TE:</b> Literary Analysis: Irony, 174-175, 176-182, 183; Suspense, 408-409, 410-414, 415
<b>Integration of Knowledge and Ideas</b>	
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<b>SE/TE:</b> Literary Analysis: Staging, 416; Dramatization, 417-418  Additional Opportunities to Address: Occupation: Conductorette, from "I Know Why the Caged Bird Sings," 26-32; from "The Diary of Anne Frank," 408-409; Listening and Speaking Workshop: Reading Drama Aloud, 434-435
8. (Not applicable to literature)	(Not applicable to literature)
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.	<b>SE/TE:</b> Thinking About the Selection: Allusion, 129, 136
<b>Range of Reading and Level of Text Complexity</b>	
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.	<b>SE/TE:</b> Literary Selections, 35, 37, 38-48, 74, 75-77, 78-86, 111, 119, 120, 122, 123-135, 157, 159, 161-170, 173, 176-182, 232, 293, 301, 302-304, 307, 308-309, 310-311, 313, 314, 315, 316, 335, 337, 340-341, 342, 346-347, 348, 349, 350, 351, 352, 384-385, 386-387, 388-392, 408-409, 410-414, 416, 419-422, 424-425, 426-428, 429-431, 432; Ready for a Free-Choice Book, 65, 155, 257, 333, 407, 503
<b>English Language Arts Standards » Reading: Informational Text » Introduction</b>	
The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
<b>English Language Arts Standards » Reading: Informational Text » Grade 8</b>	
<b>Key Ideas and Details</b>	
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.	<b>SE/TE:</b> Questions after Reading/Thinking About the Selection, 15, 21, 25, 33, 63, 65, 67, 73, 115, 119, 150, 155, 208-209, 213, 217, 221, 227, 229, 230, 237, 253, 257, 259, 265, 267, 271, 297, 329, 333, 343, 381, 407, 459, 460, 463, 468, 469, 473, 474, 479, 485, 489, 500, 503, 513; Reading Skills: Making Inferences, 110, 112-114, 115; Infer, 21, 253, 259, 489

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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.	<b>SE/TE:</b> Reading Skills: Identifying Main Idea and Supporting Details, 212-213; "What Makes a Car Run?" 214-216; Thinking About the Selection, 217; Standardized Test Practice: Reading Skills: Identifying Main Ideas and Supporting Details, 250, 280; Employment Agreement, 460; Bicycle Warranty; Reading Skills: Summarizing, 498-499, 500, 501-502; Thinking About the Selection, 503
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<b>SE/TE:</b> "The Trouble with Television," Identify (analogy), 237; Analogy, Metaphor, 314, 315, 317; Comparing Literary Works: Metaphor, Analogy, 312, 313
<b>Craft and Structure</b>	
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.	<b>SE/TE:</b> Connotation/Denotation, 219, 231, 232, 238, 282, 291, 346; Thinking About the Selections: "Volar: To Fly" and "Narrative of the Life of Frederick Douglass" (figurative language), 271
5. 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.	<b>SE/TE:</b> Organization Methods for Nonfiction: 211, 220-221, 222-226, 227; Reading Skills: Compare and Contrast, 150, 151, 152-154, 155; Cause and Effect, 374, 375, 376-380, 381; Summarizing, 498, 499; Literature Circles: Cause and Effect, 248-249
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>SE/TE:</b> Thinking About the Selections, 15, 33, 73, 217, 237, 265; Reading Skills: Author's Purpose, 62-63; "Memo," 64-65; Standardized Test Practice: Reading Skills: Author's Purpose, 98; "The Trouble with Television," 233-236; Author's Perspective, 260; "Narrative of The Life of Frederick Douglass, 261-264; Comparing Literary Works: Author's Style, 266, 267, 405-406, 407
<b>Integration of Knowledge and Ideas</b>	
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Opportunities to address: <b>SE/TE:</b> Evaluate Nonfiction, 15, 21, 63, 65, 73, 213, 217, 227, 229, 237, 257, 265, 267, 271, 329, 473, 489; Understanding the Big Question: How much information is enough? 208-209
8. 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.	<b>SE/TE:</b> Literary Analysis: Persuasive Writing, Evaluate, 229; Propaganda, Analyze, 230; "The Trouble with Television," 233-236, 237; Reading Skills: Differentiating Between Fact and Opinion, Evaluate, 253; "America the Not-So-Beautiful," 254-256, 257

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9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<b>SE/TE:</b> Comparing Literary Works: Author's Style, 267 Additional Opportunities to address: Compare and Contrast, 97, 271, 279, 381, 531; Thinking About the Selections: "A Great and Honorable Leader" and Speeches of Chief Joseph, 485
<b>Range of Reading and Level of Text Complexity</b>	
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.	<b>SE/TE:</b> Informational Selections, 9, 11-14, 20, 24, 26-32, 63, 64, 66, 68-72, 112-114, 118, 151, 152-154, 213, 214-216, 222-226, 233-236, 253, 254-256, 258-259, 261-264, 267, 268-270, 294-296, 329, 330-332, 338-339, 375, 376-380, 405-406, 459, 460, 461, 462, 473, 481-482, 483, 484, 486-488, 499, 501-502, 511-512, 516-517; Ready for a Free-Choice Book, 65, 155, 257, 333, 407, 503
<b>English Language Arts Standards » Writing » Introduction</b>	
The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.	
<b>English Language Arts Standards » Writing » Grade 8</b>	
<b>Text Types and Purposes</b>	
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<b>SE/TE:</b> Writer's Workshop: Persuasive Essay, 274, 275; Anchor Book Projects: Create an Ad Campaign/Write a Letter to the Editor, 278
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>SE/TE:</b> Writer's Workshop: Persuasive Essay, 275, 276, 277; Anchor Book Projects: Create an Ad Campaign/Write a Letter to the Editor, 278
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>SE/TE:</b> Writer's Workshop: Persuasive Essay, 275, 276, 277; Anchor Book Projects: Create an Ad Campaign/Write a Letter to the Editor, 278
d. Establish and maintain a formal style.	<b>SE/TE:</b> Writer's Workshop: Persuasive Essay, 275, 276, 277; Anchor Book Projects: Create an Ad Campaign/Write a Letter to the Editor, 278
e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>SE/TE:</b> Writer's Workshop: Persuasive Essay, 275, 276, 277; Anchor Book Projects: Create an Ad Campaign/Write a Letter to the Editor, 278

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2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
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.	<b>SE/TE:</b> Writer's Workshop: Compare-and-Contrast Essay, 190, 191, 192; Cause-and-Effect Essay, 244, 245; Critical Review, 320, 321; Writing for Assessment, 356, 357; Manual, 396, 397; Business Letter, 438, 439; Anchor Book Projects: Who Needs a Vacation? (Directions), 96
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<b>SE/TE:</b> Writer's Workshop: Compare-and-Contrast Essay, 191, 192, 193-194, 195; Cause-and-Effect Essay, 245, 246, 247; Critical Review, 321, 322, 323; Writing for Assessment, 357, 358, 359; Manual, 397, 398, 399; Business Letter, 439, 440, 441; Anchor Book Projects: Who Needs a Vacation? (Directions), 96
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>SE/TE:</b> Writer's Workshop: Compare-and-Contrast Essay, 191, 192, 193-194, 195; Cause-and-Effect Essay, 245, 246, 247; Critical Review, 321, 322, 323; Writing for Assessment, 357, 358, 359; Manual, 397, 398, 399; Business Letter, 439, 440, 441; Anchor Book Projects: Who Needs a Vacation? (Directions), 96
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>SE/TE:</b> Writer's Workshop: Compare-and-Contrast Essay, 191, 192, 193-194, 195; Cause-and-Effect Essay, 245, 246, 247; Critical Review, 321, 322, 323; Writing for Assessment, 357, 358, 359; Manual, 397, 398, 399; Business Letter, 439, 440, 441; Anchor Book Projects: Who Needs a Vacation? (Directions), 96
e. Establish and maintain a formal style.	<b>SE/TE:</b> Writer's Workshop: Compare-and-Contrast Essay, 191, 192, 193-194, 195; Cause-and-Effect Essay, 245, 246, 247; Critical Review, 321, 322, 323; Business Letter, 439, 440, 441
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>SE/TE:</b> Writer's Workshop: Compare-and-Contrast Essay, 191, 192, 193-194, 195; Cause-and-Effect Essay, 245, 246, 247; Critical Review, 321, 322, 323; Writing for Assessment, 357, 358, 359; Manual, 397, 398, 399; Business Letter, 439, 440, 441; Anchor Book Projects: Who Needs a Vacation? (Directions), 96
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. 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.	<b>SE/TE:</b> Writer's Workshop: Descriptive Essay, 54, 55; Personal Narrative, 92, 93; Short Story, 142, 143; Anchor Book Projects: Be the Bad Guy, 199



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b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<b>SE/TE:</b> Writer's Workshop: Descriptive Essay, 55, 56, 57; Personal Narrative, 93, 94, 95; Short Story, 143, 144, 145; Anchor Book Projects: Be the Bad Guy, 199
c. 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.	<b>SE/TE:</b> Writer's Workshop: Descriptive Essay, 55, 56, 57; Personal Narrative, 93, 94, 95; Short Story, 143, 144, 145; Anchor Book Projects: Be the Bad Guy, 199
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>SE/TE:</b> Writer's Workshop: Descriptive Essay, 55, 56, 57; Personal Narrative, 93, 94, 95; Short Story, 143, 144, 145; Anchor Book Projects: Be the Bad Guy, 199
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>SE/TE:</b> Writer's Workshop: Descriptive Essay, 55, 56, 57; Personal Narrative, 93, 94, 95; Short Story, 143, 144, 145; Anchor Book Projects: Be the Bad Guy, 199
<b>Production and Distribution of Writing</b>	
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.)	<b>SE/TE:</b> Writer's Workshop: Publishing–Share It! 57, 95, 145, 195, 247, 277, 323, 359, 399, 441, 495, 528; The Research Process: Publishing Your Work, 515
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.	<b>SE/TE:</b> Writer's Workshop: Revising, Peer Review, 57, 95, 143, 194, 245, 275, 321, 357, 397, 439, 493, 526; Editing, 57, 95, 145, 195, 247, 277, 323, 359, 399, 441, 495, 528; Language Coach: Revising, 355, 491; The Research Process: Revising Your Research Report, 510-513; Proofread, 515
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.	<b>SE/TE:</b> Writer's Workshop: Publish Online, 95; Publish a Newsletter, 195; Present a Public Service Announcement, 247; Publish Your Manual, 399; Multimedia Presentation: Word Processing, 525; Create a Script, 526; Create a Web Project, Web Site/Page, 527, 528
<b>Research to Build and Present Knowledge</b>	
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.	<b>SE/TE:</b> The Research Process: Share with Classmates/Audience, Deliver Impromptu Speech, 515; Writer's Workshop: Research (Interview Report): Share Your Report, 495; Multimedia Presentation: Present to Class/Organization, 528
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.	<b>SE/TE:</b> The Research Process: Finding Reliable Sources, 472-473, 479; Avoiding Plagiarism, 474; Note-Taking, 475, 476; Primary and Secondary Sources, 480, 485; Credit/Cite Your Sources, 508, 514-515; Bibliography, 514, 517; Writer's Workshop: Multimedia Presentation: Gather Resources, 524; Credit Sources 525

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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. 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").	<b>SE/TE:</b> Reader's Journal Responses-Literature, 49, 87, 119, 137, 171, 183, 293, 305, 311, 317, 343, 353, 393, 415, 423, 433
b. Apply grade 8 Reading standards 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").	<b>SE/TE:</b> Reader's Journal Responses-Nonfiction, 15, 33, 65, 73, 115, 118-119, 155, 217, 227, 237, 257, 265, 271, 297, 333, 343, 381, 407, 463, 485, 503
<b>Range of Writing</b>	
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	<b>SE/TE:</b> Writer's Workshops/Reflecting on Your Writing, 54-57, 92-95, 142-145, 190-195, 244-247, 274-277, 320-323, 356-359, 396-399, 438-441, 492-495, 524-529; The Research Process, 456-457, 466-471, 472, 474, 475-476, 479, 492-495, 504-509, 510-513, 514-519; Reader's Journal Responses, 15, 18-19, 33, 49, 65, 73, 87, 115, 118-119, 137, 155, 171, 183, 217, 227, 237, 257, 265, 271, 293, 297, 305, 311, 317, 333, 343, 353, 381, 393, 407, 415, 423, 433, 463, 485, 503; Timed Writing, 61, 149, 251, 327, 401, 497
<b>English Language Arts Standards » Speaking &amp; Listening » Introduction</b>	
The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
<b>English Language Arts Standards » Speaking &amp; Listening » Grade 8</b>	
<b>Comprehension and Collaboration</b>	
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.	
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.	<b>SE/TE:</b> Literature Circles, 58-59, 146-147, 196-197, 248-249, 324-325, 442-443; Partner Activity, 2-3, 4-5, 104-105, 206, 286, 452-453; Write and Discuss, 49, 279, 445; Class Discussion, 207, 287; Listen and Speak, 293; Group Activity, 106-107, 288, 454-455
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SE/TE:</b> Literature Circles, 58-59, 146-147, 196-197, 248-249, 324-325, 442-443; Class Discussion, 207, 287; Listen and Speak, 293; Group Activity, 106-107, 288, 454-455

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c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<b>SE/TE:</b> Thinking About What You Already Know, 2-3, 104-105, 206-207, 286-287, 368-369, 452-453; Understanding the Big Question, 4-5, 106-107, 208-209, 288-289, 370-371, 454-455; Literature Circles, 58-59, 146-147, 196-197, 248-249, 324-325, 442-443
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>SE/TE:</b> Literature Circles, 58-59, 146-147, 196-197, 248-249, 324-325, 442-443; Listen: Rubric for Audience Self-Assessment, 185, 239, 345, 435, 521, 529
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.	Opportunities to address: <b>SE/TE:</b> Analyzing an Informational Text: Reading a Diagram, 20-21; Critical Viewing, 29, 46, 70, 77, 81, 164, 181, 236, 269, 296, 303, 315, 391, 430, 487; Publishing–Share It! 57, 195, 247, 277, 323; Listen: Persuasive Speech, 239; Analyzing Media Messages, 521
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.	Opportunities to address: <b>SE/TE:</b> Publishing–Share It: Persuasive Essay, 277; Critical Review, 323; Listen: Persuasive Speech, 239; Analyzing Media Messages, 521
<b>Presentation of Knowledge and Ideas</b>	
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.	<b>SE/TE:</b> Publishing–Share It! 195, 247, 277, 323, 528; Listening and Speaking Workshops: Delivering a Persuasive Speech, 238-239; Analyzing Media Messages, 520-521
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>SE/TE:</b> Create/Use Visuals and Media, 184, 195, 238, 344, 399, 520-521; Research: Multimedia Presentation, 524-529
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>SE/TE:</b> Writer's Workshop: Drafting, Revising, Publishing–Share It, 55, 57, 93, 95, 143, 145, 192, 194, 195, 245, 247, 275, 277, 321, 323, 357, 359, 397, 399, 439, 441, 493, 495, 504-509, 510-513, 515, 525-526, 528; Listening and Speaking Workshops: Delivering a Persuasive Speech, 238-239; Analyzing Media Messages, 520-521

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Common Core Standards for English Language Arts, Grade 8**

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<b>English Language Arts Standards » Language » Introduction</b>	
The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).	
<b>English Language Arts Standards » Language » Grade 8</b>	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<b>SE/TE:</b> Language Coach, Grammar and Spelling: Infinitives, 50; Participles and Participial Phrases, 394; Sentence Combining with Gerunds and Participles, 395; Editing – Be Your Own Language Coach, 399;
b. Form and use verbs in the active and passive voice.	<b>SE/TE:</b> Active and Passive Voice, 318, 359
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Opportunities to address: <b>SE/TE:</b> Grammar and Spelling: Action and Linking Verbs, 138; Principal Parts of Regular Verbs, 139; Irregular Verbs, 140; Simple/Perfect Tenses, 186-187
d. Recognize and correct inappropriate shifts in verb voice and mood.*	<b>SE/TE:</b> Grammar and Spelling: Simple/Perfect Tenses, 186-187; Active and Passive Voice, 318, 359
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<b>SE/TE:</b> Analyzing An Informational Text: Ellipses, 487; Grammar and Spelling: Commas, 523 Additional Opportunities to address: Editing–Be Your Own Language Coach, 57, 95, 145, 195, 247, 277, 323, 359, 399, 441, 495, 528
b. Use an ellipsis to indicate an omission.	<b>SE/TE:</b> Analyzing An Informational Text: Ellipses, 487
c. Spell correctly.	<b>SE/TE:</b> Spelling: Language Coach, Assessment, 53, 91, 100, 188, 203, 273, 283, 319, 364-365, 448-449, 534; Editing–Be Your Own Language Coach, 57, 95, 145, 195, 247, 277, 323, 359, 399, 441, 495, 528

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<b>Knowledge of Language</b>	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. 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 fact).	<b>SE/TE:</b> Active and Passive Voice, 318, 359
<b>Vocabulary Acquisition and Use</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	
a. 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 the meaning of a word or phrase.	<b>SE/TE:</b> Vocabulary Building Strategies, 16-17, 116-117, 218-219, 298-299, 382-383, 464-465; Context Clues, 17, 26, 32, 38, 48, 68, 72, 76, 86, 121, 134, 159, 168, 174, 180, 218-219, 230, 234, 258, 262, 266, 268, 300, 302, 306, 308, 314, 316, 328, 329, 330-332, 333, 338, 342, 347, 350, 382-383, 390, 394, 414, 418, 423, 426, 430, 436, 472, 474, 481, 483, 485, 488; Use a Dictionary, Thesaurus, Glossary and Electronic Resources, 17, 32, 48, 72, 86, 91, 135, 145, 170, 182, 219, 236, 264, 304, 310, 316, 329, 342, 352, 382-383, 392, 397, 414, 422, 428, 431, 465, 484, 536-540
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	<b>SE/TE:</b> Vocabulary Building Strategies: Prefixes and Suffixes, 16-17; Word Origins and Roots, 116-117, 298-299, 382; Words from Mythology and Borrowed Words, 464-465; Standardized Test Practice: Language Skills: Vocabulary (roots, origins), 364, 448
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>SE/TE:</b> Dictionary, 17, 32, 48, 72, 86, 91, 135, 145, 170, 182, 236, 264, 304, 310, 316, 329, 342, 352, 382-383, 392, 414, 422, 428, 465, 484; Glossary, 32, 48, 72, 86, 135, 170, 182, 236, 264, 304, 310, 316, 342, 352, 392, 414, 422, 428, 484, 536-540; Thesaurus, 17, 32, 48, 72, 86, 135, 145, 170, 182, 219, 236, 264, 304, 310, 316, 342, 352, 392, 397, 414, 422, 428, 484; Electronic Resources, 17, 32, 48, 72, 86, 135, 170, 182, 236, 264, 304, 310, 316, 342, 352, 392, 414, 422, 428, 431, 465, 484
d. 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).	<b>SE/TE:</b> Context clues, 17, 328, 329, 330-332, 333, Use a Dictionary, 17, 32, 48, 72, 86, 91, 135, 145, 170, 182, 236, 264, 304, 310, 316, 329, 342, 352, 382-383, 392, 414, 422, 428, 465, 484

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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	<b>SE/TE:</b> Irony, 109, 174-175, 176-182, 183, 408; Pun, 335; Idioms, 328-329, 383; Figurative Language, 266, 271, 290, 312, 313, 314, 315, 316, 317, 328, 353
b. Use the relationship between particular words to better understand each of the words.	<b>SE/TE:</b> Vocabulary Building Strategies: Synonyms and Antonyms, 218-219, 328; 282, 328-329; Analogy, 231, 237, 317, 383
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	<b>SE/TE:</b> Connotation/Denotation: Vocabulary Building Strategies, 219; Literary Terms, 231, 232; Delivering a Persuasive Speech, 238
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.	<b>SE/TE:</b> Academic Vocabulary, 8, 62, 110, 150, 212, 252, 292, 328, 374, 402, 458, 498; Vocabulary Builder, 26, 28, 38, 40, 45, 46, 48, 68, 69, 71, 75, 76, 78, 79, 80, 86, 123, 125, 126, 127, 128, 130, 132, 161, 164, 169, 176, 179, 180, 182, 222, 223, 233, 234, 235, 261, 262-263, 264, 268, 269, 302, 303, 304, 308, 309, 310, 314, 315, 316, 338, 339, 340, 341, 351, 388, 389, 390, 392, 410, 412, 413, 414, 419, 420, 421, 422, 426, 427, 428, 429, 430, 431, 481, 482, 483; Irony, 109, 174-175, 176-182, 183, 408; Pun, 335; Idioms, 328-329, 383