

The New Reader as Detective
by Burton Goodman
correlated to the
Common Core State Standards
for
English Language Arts
Grade 8



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Standards		Page References
Reading Standards for Literature		
Key Ideas and Details		
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SE: 7–10, 21–24, 34–36, 45–47, 54–57, 64–66, 76–79, 91–92, 104–107, 114–117, 126–127, 135–137, 159–161, 177–178, 190–191, 202–203, 207, 215–217, 225–227, 250–252, 263–264
RL.8.2	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.	SE: 9, 23, 35, 39, 44, 56, 66, 67, 70, 78, 92–93, 103, 116, 128, 137, 161, 176, 190–193, 201, 203–205, 216, 227–228, 250–253, 263–264
RL.8.3	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.	SE: 9–10, 35–36, 46–47, 49, 59–60, 70, 77–79, 91, 93, 104–106, 115–117, 127, 135–138, 161, 177, 181–182, 190–191, 193, 203, 204, 207, 217, 220, 225–229, 251–253, 263–264, 265
Craft and Structure		
RL.8.4	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.	SE: 8, 10–11, 21, 23, 24, 34, 35, 37, 45, 46, 48–49, 55, 57–60, 65–66, 68–70, 76–77, 79–81, 92, 94–96, 104–105, 107–109, 115–116, 118, 119, 126–127, 129–131, 137–139, 160, 162–165, 177, 180–182, 191–192, 194, 195, 202, 205–207, 216, 218–219, 225–226, 228–230, 251, 253–255, 263, 266–267
RL.8.5	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.	<i>Comparing and contrasting texts is not emphasized in this volume.</i>

Standards		Page References
RL. 8.6	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.	SE: 12–13, 34, 45–47, 50, 66–67, 70, 77, 78–81, 91–93, 96, 114–117, 120, 126, 127–129, 131, 190–191, 193, 196, 204–205, 207–208, 251, 267
Integration of Knowledge and Ideas		
RL. 8.7	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.	SE: 50
RL. 8.8	(Not applicable to literature)	
RL. 8.9	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.	<i>Stories based on myths, traditional stories, or religious works are not emphasized in this volume.</i>
Range of Reading and Level of Text Complexity		
RL. 8.10	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.	<i>This standard is addressed throughout the entire book.</i>
Reading Standards for Informational Text		
Key Ideas and Details		
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SE: 146–147, 235, 237
RI.8.2	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.	SE: 146, 235, 237
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	SE: 147, 149, 237
Craft and Structure		
RI.8.4	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.	SE: 146–148, 150, 236–237, 239–241

Standards		Page References
RI.8.5	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.	SE: 146–148, 237, 238
RI.8.6	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.	SE: 147-149, 238–239
Integration of Knowledge and Ideas		
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	SE: 152, 241
RI.8.8	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.	SE: 146–149, 235-239, 241
RI.8.9	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.	<i>Comparing and contrasting texts is not emphasized in this volume.</i>
Range of Reading and Level of Text Complexity		
RI.8.10	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.	SE: 142–152, 231–241
Writing Standards		
Text Types and Purposes		
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE: 13, 39, 120, 131, 196, 220, 256
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: 13, 39, 120, 131, 196, 220, 256
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE: 13, 39, 120, 131, 196, 220, 256
W.8.1d	Establish and maintain a formal style.	SE: 13, 39, 120, 131, 196, 220, 256
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.	SE: 13, 39, 120, 131, 196, 220, 256

Standards		Page References
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.	
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: 27, 96, 110, 165, 183, 208
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	SE: 27, 96, 110, 165, 183, 208
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE: 27, 96, 110, 165, 183, 208
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 27, 96, 110, 165, 183, 208
W.8.2e	Establish and maintain a formal style.	SE: 27, 96, 110, 165, 183, 208
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE: 27, 96, 110, 165, 183, 208
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
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: 50, 60, 70, 82, 140, 141, 152, 230, 241, 268
W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	SE: 60, 70, 82, 152, 230, 241, 268
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: 50, 60, 70, 82, 140, 141, 230, 241, 268
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE: 60, 70, 82, 140, 141, 230, 241, 268
W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	SE: 50, 60, 70, 82, 140, 141, 152, 230, 241, 268
Production and Distribution of Writing		

Standards		Page References
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: 13, 27, 39, 50, 70, 82, 110, 120, 140, 165, 183, 196, 208, 220, 230, 241, 256, 268
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 on page 52.)	SE: 27, 50, 60, 70, 82, 152, 220
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: 13, 27, 40, 50, 82, 96, 141, 152, 166, 220, 268
Research to Build and Present Knowledge		
W.8.7	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.	SE: 13, 40, 50, 60, 70, 82, 110, 120, 131, 152, 166, 183, 196, 208, 220, 230, 241, 256, 268
W.8.8	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.	SE: 13, 40, 50, 60, 82, 120, 131, 152, 166, 183, 196, 208, 220, 230, 241, 256
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
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: <i>Stories based on myths, traditional stories, or religious works are not emphasized in this volume.</i>
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: 146–149, 235–239, 241

Standards		Page References
Range of Writing		
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: 13, 27, 39, 50, 60, 70, 82, 96, 110, 120, 131, 140, 141, 152, 165, 166, 183, 196, 208, 220, 230, 241, 256, 268
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	
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: 13, 26, 39, 50, 60, 70, 81, 96, 109, 120, 131, 140, 152, 165, 182, 196, 207, 220, 230, 241, 256, 268
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: 13, 26, 39, 50, 60, 70, 81, 96, 109, 120, 131, 140, 152, 165, 182, 196, 207, 220, 230, 241, 256, 268
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: 13, 26, 39, 50, 60, 70, 81, 96, 109, 120, 131, 140, 152, 165, 182, 196, 207, 220, 230, 241, 256, 268
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: 13, 26, 39, 50, 60, 70, 81, 96, 109, 120, 131, 140, 152, 165, 182, 196, 207, 220, 230, 241, 256, 268
SL.8.2	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.	SE: 26, 27, 50, 60, 70, 82, 109, 120, 166, 182–183, 241, 256, 268

Standards		Page References
SL.8.3	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.	SE: 13, 26, 39, 50, 60, 70, 81, 96, 109, 120, 131, 140, 152, 165, 182, 196, 207, 220, 230, 241,
Presentation of Knowledge and Ideas		
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: 26, 60, 70, 82, 109, 120, 131, 152, 165, 183, 220,
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SE: 40, 50, 70, 81, 82, 96, 120, 152, 166, 183, 208, 220, 241, 268
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 on page 52 for specific expectations.)	SE: 12, 27, 39, 50, 60, 70, 81, 82, 96, 109, 120, 131, 140, 152, 165, 182, 196, 207, 220, 230, 241, 256, 268
Language Standards		
Conventions of Standard English		
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<i>Advanced English grammar is not emphasized in this volume.</i>
L.8.1b	Form and use verbs in the active and passive voice.	SE: 130–131
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<i>Advanced English grammar is not emphasized in this volume.</i>
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*	<i>Advanced English grammar is not emphasized in this volume.</i>
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<i>Grammatical tools are not emphasized in this volume.</i>
L.8.2b	Use an ellipsis to indicate an omission.	<i>Grammatical tools are not emphasized in this volume.</i>

Standards		Page References
L.8.2c	Spell correctly.	<i>Grammatical tools are not emphasized in this volume.</i>
Knowledge of Language		
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
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 fact).	<i>Advanced English grammar is not emphasized in this volume.</i>
Vocabulary Acquisition and Use		
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	
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 the meaning of a word or phrase.	SE: 21, 23, 35, 45, 46, 48–49, 55, 59–60, 65, 66, 68–69, 76, 77, 92, 95–96, 104, 105, 109, 115, 116, 126, 127, 130, 137, 146, 148, 160, 177, 191, 192, 195, 202, 216, 218–219, 225, 226, 236, 237, 240–241, 251, 254–255, 263
L.8.4b	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: 57, 237
L.8.4c	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.	SE: 269–272
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: 21, 23, 35, 45, 46, 48–49, 55, 59–60, 65, 66, 68–69, 76, 77, 92, 95–96, 104, 105, 109, 115, 116, 126, 127, 130, 137, 146, 148, 160, 177, 191, 192, 195, 202, 216, 218–219, 225, 226, 236, 237, 240–241, 251, 254–255, 263
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.	SE: 80-81, 108-109, 162-163, 181–182, 206–207, 229–230

Standards		Page References
L.8.5b	Use the relationship between particular words to better understand each of the words.	SE: 38–39, 59–60, 68–69, 151–152, 195, 267–268
L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	SE: 59–60, 195
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: 21, 23, 35, 45, 46, 48–49, 55, 59–60, 65, 66, 68–69, 76, 77, 92, 95–96, 104, 105, 109, 115, 116, 126, 127, 130, 137, 146, 148, 160, 177, 191, 192, 195, 202, 216, 218–219, 225, 226, 236, 237, 240–241, 251, 254–255, 263