



Correlation to the Common Core State Standards (CCSS)



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Grade 7

**COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO
En Español (SANTILLANA USA) – 7th grade**

Reading Standards for Literature	
<i>Key Ideas and Details</i>	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SB: pp. 14-15, 16-17, 40-41, 42, 64, 66-67, 68, 69, 78, 94-95, 96, 97, 173, 252, 253, 273, 275, 277, 279, 285, 291 TE: pp. 64-67, 68-69, 70, 80, 94, 96, 97, 98, 108, 114, 120, 121-125, 128, 179, 206-209, 211, 212, 213, 234, 235, 290-295, 296
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	SB: pp. 40-42, 66-67, 68, 252, 253, TE: pp. 64-67, 68-69, 70, 80, 94, 96, 97, 98, 114, 120, 121-125, 128, 179, 212, 213, 234, 235, 296,
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	SB: pp. 40, 41, 42, 66-67, 68, 94-95, 252, TE: pp. 64-67, 68-69, 70, 80, 96-97, 98, 114, 120, 121-125, 128, 179, 180, 212, 213, 296,
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	SB: pp. 19, 31, 36, 40-41, 45, 48, 66, 67, 68, 70, 72, 73, 98-99, 125, 131, 137, 159, 177, 257, 259 TE: pp. 45, 57, 58, 64, 73, 76, 96, 97, 98, 100, 104, 120, 121, 128, 131, 134, 155, 159, 184, 185, 187, 198, 215, 218, 237, 238, 283, 301, 303
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	SB: pp. 64, 65, 68, 69, 195, 196, 198, 199, 200, 201, 273, 287 TE: pp. 94, 95, 98, 99, 120, 121-125, 235, 236, 237, 238, 239, 241, 317,
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	SB: pp. 41, 42, 66, 67, 69, 175, 158, 252, 253, TE: pp. 68-69, 70, 96, 97, 98, 99, 212, 296,
<i>Integration of Knowledge and Ideas</i>	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	SB: pp. 273, 287 TE: pp. 126
8. (Not applicable to literature)	
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of	SB: pp. 97, 272, 287 TE: pp. 65, 95, 96, 97, 127, 297

En Español

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 7th grade

fiction use or alter history.	
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB: pp. 36-39, 42, 52, 62-63, 64, 68, 78, 88, 89, 90-93, 96, 116-119, 122, 142, 143, 168-171, 173, 174, 175, 194, 195, 196, 197, 200, 210, 220, 246-251, 254, 272, 273, 274-275, 276, 277, 278-279, 284-285, 286, 287, 290-291

**COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO
En Español (SANTILLANA USA) – 7th grade**

Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SB: pp. 73, 74, 122, 123, 147, 148, 149, 159, 224, 226, 227, 281, 283, 289 TE: pp. 48, 56, 58, 59, 76, 84, 104, 105, 112, 134, 170, 172, 173, 181, 182-183, 184, 198, 199, 218, 222, 229, 246, 254, 264, 265, 266, 268-269, 274, 279, 282, 283, 284, 304, 308, 309, 312
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	SB: pp. 73, 74, 122, 123, 147, 148, 149, 159, 224, 226, 227, 281, 283, 289, TE: pp. 48, 55, 56, 57, 58, 59, 76, 83, 84, 104, 105, 111, 112, 134, 172, 173, 141, 142, 169, 170, 182, 183, 184, 197, 198, 199, 218, 222, 226, 229, 253, 254, 266, 269, 281, 282, 311, 312
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	SB: pp. 56, 57, 137, 146-147 TE: pp. 48, 56, 58, 76, 84, 85, 185, 222, 229, 246, 254, 264, 265, 266, 268-269, 274, 279, 282, 283, 284, 304, 308, 309, 312
<i>Craft and Structure</i>	
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 a specific word choice on meaning and tone.	SB: pp. 19, 31, 36, 40-41, 45, 48, 66, 67, 68, 70, 72, 73, 98-99, 125, 131, 137, 159, 177, 257, 259 TE: pp. 45, 57, 58, 64, 73, 76, 96, 97, 98, 100, 104, 120, 121, 128, 131, 134, 155, 159, 184, 185, 187, 198, 215, 218, 237, 238, 283, 301, 303
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	SB: pp. 57, 146-147, 159, 225, 227, 149, 305 TE: pp. 85, 182-183, 185, 267, 269
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	SB: pp. 57, 111, 121, 146-147, 159, TE: pp. 48, 85, 134, 142, 155, 182, 183, 222, 229, 246, 254, 264, 265, 266, 268-269, 274, 279, 282, 283, 284, 304, 308, 309, 312
<i>Integration of Knowledge and Ideas</i>	
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	SB: pp. 187, 241 TE: pp. 56, 155, 226, 228, 229, 283
8. Trace and evaluate the argument and specific claims in a text, assessing whether	SB: pp. 57, 81, 225, 227 TE: pp. 48, 85, 226, 228, 267, 269

En Español

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 7th grade

the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
9. 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.	SB: pp. 57, TE: pp. 85,
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB: pp. 22, 29, 30-32, 48, 55, 56, 74, 81, 82, 84, 102, 109, 110, 126, 128, 132, 135, 136, 138, 144-145, 146-147, 148, 154, 158, 161, 162, 180, 184, 187, 188, 190, 200, 206, 213, 214, 221-223, 226, 232, 239, 240, 242, 260, 264, 267, 268, 288-289, 324, 325

**COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO
En Español (SANTILLANA USA) – 7th grade**

Writing Standards	
<i>Text Types and Purposes</i>	
1. Write arguments to support claims with clear reasons and relevant evidence.	SB: pp. 53, 79, 83, 87, 101, 133, 137, 159, 185, 195, 237, 239, 265 TE: pp. 67, 71, 89, 108, 109, 133,135, 143, 167, 223, 279, 295, 309 AB: pp. 28, 29, 30, 31, 44, 45, 84, 85, 86, 87, 100, 101, 128, 129, 142, 143
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	SB: pp. 53, 79, 83, 87, 101, 133, 137, 159, 185, 195, 237, 239, 265 TE: pp. 67, 71, 89, 108, 109, 133,135, 143, 167, 223, 279, 295, 309 AB: pp. 28, 29, 30, 31, 44, 45, 84, 85, 86, 87, 100, 101, 128, 129, 142, 143
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SB: pp. 53, 79, 83, 87, 101, 133, 137, 159, 185, 195, 237, 239, 265 TE: pp. 67, 71, 89, 108, 109, 133,135, 143, 167, 223, 279, 295, 309 AB: pp. 28, 29, 30, 31, 44, 45, 84, 85, 86, 87, 100, 101, 128, 129, 142, 143
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	SB: pp. 53, 79, 83, 87, 101, 133, 137, 159, 185, 195, 237, 239, 265 TE: pp. 67, 71, 89, 108, 109, 133,135, 143, 167, 223, 279, 295, 309 AB: pp. 28, 29, 30, 31, 44, 45, 84, 85, 86, 87, 100, 101, 128, 129, 142, 143
d. Establish and maintain a formal style.	SB: pp. 79, 83, 87, 101, 133, 137, 159, 185, 195, 237, 239, 265 TE: pp. 67, 71, 89, 108, 109, 133,135, 143, 167, 223, 279, 295, 309 AB: pp. 28, 29, 30, 31, 44, 45, 84, 85, 86, 87, 100, 101, 128, 129, 142, 143
e. Provide a concluding statement or section that follows from and supports the argument presented.	SB: pp. 79, 83, 87, 101, 133, 137, 159, 185, 195, 237, 239, 265 TE: pp. 67, 71, 89, 108, 109, 133,135, 143, 167, 223, 279, 295, 309 AB: pp. 28, 29, 30, 31, 44, 45, 84, 85, 86, 87, 100, 101, 128, 129, 142, 143
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SB: pp. 79, 83, 87, 101, 133, 137, 159, 185, 187, 195, 237, 239, 265 TE: pp. 67, 71, 89, 108, 109, 133,135, 143, 167, 223, 279, 295, 309 AB: pp. 28, 29, 30, 31, 44, 45, 84, 85, 86, 87, 100,

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 7th grade

	101, 128, 129, 142, 143
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SB: pp. 79, 83, 87, 101, 133, 137, 159, 185, 187, 195, 237, 239, 265 TE: pp. 67, 71, 89, 108, 109, 133,135, 143, 167, 223, 279, 295, 309 AB: pp. 28, 29, 30, 31, 44, 45, 84, 85, 86, 87, 100, 101, 128, 129, 142, 143
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SB: pp. 79, 83, 87, 101, 133, 137, 159, 185, 187, 195, 237, 239, 265 TE: pp. 67, 71, 89, 108, 109, 133,135, 143, 167, 223, 279, 295, 309 AB: pp. 28, 29, 30, 31, 44, 45, 84, 85, 86, 87, 100, 101, 128, 129, 142, 143
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	SB: pp. 79, 83, 87, 101, 133, 137, 159, 185, 187, 195, 237, 239, 265 TE: pp. 67, 71, 89, 108, 109, 133,135, 143, 167, 223, 279, 295, 309 AB: pp. 28, 29, 30, 31, 44, 45, 84, 85, 86, 87, 100, 101, 128, 129, 142, 143
d. Use precise language and domain-specific vocabulary to inform about or explain the topic	SB: pp. 79, 83, 87, 101, 133, 137, 159, 185, 187, 195, 237, 239, 265 TE: pp. 67, 71, 89, 108, 109, 133,135, 143, 167, 223, 279, 295, 309 AB: pp. 28, 29, 30, 31, 44, 45, 84, 85, 86, 87, 100, 101, 128, 129, 142, 143
e. Establish and maintain a formal style.	SB: pp. 79, 83, 87, 101, 133, 137, 159, 185, 187, 195, 237, 239, 265 TE: pp. 67, 71, 89, 108, 109, 133,135, 143, 167, 223, 279, 295, 309 AB: pp. 28, 29, 30, 31, 44, 45, 84, 85, 86, 87, 100, 101, 128, 129, 142, 143
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	SB: pp. 79, 83, 87, 101, 133, 137, 159, 185, 187, 195, 237, 239, 265 TE: pp. 67, 71, 89, 108, 109, 133,135, 143, 167, 223, 279, 295, 309 AB: pp. 28, 29, 30, 31, 44, 45, 84, 85, 86, 87, 100, 101, 128, 129, 142, 143
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event	SB: pp. 53, 85, 107, 185, 211, 265 TE: pp. 40, 67, 71, 81, 108, 109, 139, 166, 223, 251, 265, 309 AB: pp. 13, 28, 56, 68, 59, 72, 73, 114, 115

**COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO
En Español (SANTILLANA USA) – 7th grade**

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.	SB: pp. 53, 85, 107, 185, 211, 265 TE: pp. 40, 67, 71, 81, 108, 109, 139, 166, 223, 251, 265, 309 AB: pp. 13, 28, 56, 68, 59, 72, 73, 114, 115
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SB: pp. 53, 85, 107, 185, 211, 265 TE: pp. 40, 67, 71, 81, 108, 109, 139, 166, 223, 251, 265, 309 AB: pp. 13, 28, 56, 68, 59, 72, 73, 114, 115
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	SB: pp. 53, 85, 107, 185, 211, 265 TE: pp. 40, 67, 71, 81, 108, 109, 139, 166, 223, 251, 265, 309 AB: pp. 13, 28, 56, 68, 59, 72, 73, 114, 115
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SB: pp. 53, 85, 107, 185, 211, 265 TE: pp. 40, 67, 71, 81, 108, 109, 139, 166, 223, 251, 265, 309 AB: pp. 13, 28, 56, 68, 59, 72, 73, 114, 115
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	SB: pp. 53, 85, 107, 185, 211, 265 TE: pp. 40, 67, 71, 81, 108, 109, 139, 166, 223, 251, 265, 309 AB: pp. 13, 28, 56, 68, 59, 72, 73, 114, 115
<i>Production and Distribution of Writing</i>	
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.)	SB: pp. 26, 27, 53, 79, 83, 87, 101, 107, 133, 137, 159, 185, 187, 195, 211, 237, 239, 265, TE: pp. 40, 52, 53, 67, 71, 81, 89, 108, 109, 133, 135, 139, 143, 166, 167, 223, 251, 265, 279, 295, 309 AB: pp. 13, 28, 29, 30, 31, 44, 45, 56, 68, 59, 72, 73, 84, 85, 85, 87, 100, 101, 114, 115, 128, 129, 142, 143
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 7 on page 52.)	SB: pp. 26, 27, 53, 79, 83, 87, 101, 107, 133, 137, 159, 185, 187, 195, 211, 237, 239, 265, TE: pp. 40, 52, 53, 67, 71, 81, 89, 108, 109, 133, 135, 139, 143, 166, 167, 223, 251, 265, 279, 295, 309 AB: pp. 13, 28, 29, 30, 31, 44, 45, 56, 68, 59, 72, 73, 84, 85, 85, 87, 100, 101, 114, 115, 128, 129, 142, 143 SB: pp. 18, 19, 20, 21, 41, 45, 46, 47, 49, 50, 51,

**COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO
En Español (SANTILLANA USA) – 7th grade**

	58, 59, 71, 72, 73, 98, 99, 100, 101, 104, 105, 126, 127, 150, 151, 152, 153, 154, 155, 156, 157, 177, 178, 179, 202, 203, 214, 215, 228, 229, 130, 230, 231, 256, 257, 258, 259 TE: pp. 45, 46, 47, 72, 73, 74, 75, 77, 78, 79, 86, 100, 101, 104, 105, 126, 127, 130, 131, 136, 137, 152, 153, 154, 155, 156, 157, 160, 161, 178, 179, 186, 187, 188, 189, 190, 191, 192, 193, 215, 216, 217, 220, 230, 231, 258, 259, 270, 271, 272, 273, 300, 301, 302, 303
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	SB: pp. 83, 161, 163, 164, 185, 188, 189, 241, 268, 269, 300, 301, 313 TE: pp. 42, 57, 66, 90, 113, 138, 199, 226, 227, 312, 313
<i>Research to Build and Present Knowledge</i>	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	SB: pp. 83, 161, 163, 164, 185, 188, 189, 241, 268, 269, 300, 301, 313 TE: pp. 42, 57, 66, 90, 113, 138, 199, 226, 227, 312, 313
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.	SB: pp. 83, 161, 163, 164, 185, 188, 189, 241, 268, 269, 300, 301, 313 TE: pp. 42, 57, 66, 90, 113, 138, 199, 226, 227, 312, 313
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SB: pp. 57, 81, 97, 225, 227, 272, 287 TE: pp. 48, 65, 85, 95, 96, 97, 127, 297, 226, 228, 267, 269
a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	SB: pp. 97, 272, 287 TE: pp. 65, 95, 96, 97, 127, 297
b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	SB: pp. 57, 81, 225, 227 TE: pp. 48, 85, 226, 228, 267, 269

En Español

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 7th grade

<i>Range of Writing</i>	
<p>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.</p>	<p>SB: pp. 26, 27, 53, 79, 83, 87, 101, 107, 133, 137, 159, 185, 187, 195, 211, 237, 239, 265, TE: pp. 40, 52, 53, 67, 71, 81, 89, 108, 109, 133, 135, 139, 143, 166, 167, 223, 251, 265, 279, 295, 309 AB: pp. 13, 28, 29, 30, 31, 44, 45, 56, 68, 59, 72, 73, 84, 85, 85, 87, 100, 101, 114, 115, 128, 129, 142, 143</p>

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 7th grade

Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	<p>SB: pp. 22, 28, 32, 33, 54, 57, 80, 85, 108, 134, 139, 160, 186, 189, 191, 212, 238, 243, 266, 285 TE: pp. 34, 35, 39, 44, 46, 47, 51, 52, 54, 55, 58, 67, 71, 82, 97, 110, 114, 126, 140, 151, 160, 168, 172, 173, 177, 196, 223, 224, 227, 228, 243, 252, 279, 280, 283, 284, 285, 310, 311</p>
<p>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.</p>	<p>SB: pp. 22, 28, 32, 33, 54, 57, 80, 85, 108, 134, 139, 160, 186, 189, 191, 212, 238, 243, 266, 285 TE: pp. 34, 35, 39, 44, 46, 47, 51, 52, 54, 55, 58, 67, 71, 82, 97, 110, 114, 126, 140, 151, 160, 168, 172, 173, 177, 196, 223, 224, 227, 228, 243, 252, 279, 280, 283, 284, 285, 310, 311</p>
<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>SB: pp. 22, 28, 32, 33, 54, 57, 80, 85, 108, 134, 139, 160, 186, 189, 191, 212, 238, 243, 266, 285 TE: pp. 34, 35, 39, 44, 46, 47, 51, 52, 54, 55, 58, 67, 71, 82, 97, 110, 114, 126, 140, 151, 160, 168, 172, 173, 177, 196, 223, 224, 227, 228, 243, 252, 279, 280, 283, 284, 285, 310, 311</p>
<p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p>SB: pp. 22, 28, 32, 33, 54, 57, 80, 85, 108, 134, 139, 160, 186, 189, 191, 212, 238, 243, 266, 285 TE: pp. 34, 35, 39, 44, 46, 47, 51, 52, 54, 55, 58, 67, 71, 82, 97, 110, 114, 126, 140, 151, 160, 168, 172, 173, 177, 196, 223, 224, 227, 228, 243, 252, 279, 280, 283, 284, 285, 310, 311</p>
<p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>SB: pp. 22, 28, 32, 33, 54, 57, 80, 85, 108, 134, 139, 160, 186, 189, 191, 212, 238, 243, 266, 285 TE: pp. 34, 35, 39, 44, 46, 47, 51, 52, 54, 55, 58, 67, 71, 82, 97, 110, 114, 126, 140, 151, 160, 168, 172, 173, 177, 196, 223, 224, 227, 228, 243, 252, 279, 280, 283, 284, 285, 310, 311</p>
<p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>SB: pp. 22, 28, 32, 33, 54, 57, 80, 85, 108, 134, 139, 160, 186, 189, 191, 212, 238, 243, 266, 285 TE: pp. 34, 35, 39, 44, 46, 47, 51, 52, 54, 55, 58, 67, 71, 82, 97, 110, 114, 126, 140, 151, 160, 168, 172, 173, 177, 196, 223, 224, 227, 228, 243, 252, 279, 280, 283, 284, 285, 310, 311</p>
<p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>SB: pp. 22, 28, 32, 33, 54, 57, 80, 85, 108, 134, 139, 160, 186, 189, 191, 212, 238, 243, 266, 285 TE: pp. 34, 35, 39, 44, 46, 47, 51, 52, 54, 55, 58, 67, 71, 82, 97, 110, 114, 126, 140, 151, 160, 168, 172, 173, 177, 196, 223, 224, 227, 228, 243, 252, 279,</p>

En Español

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 7th grade

	280, 283, 284, 285, 310, 311
<i>Presentation of Knowledge and Ideas</i>	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	SB: pp. 22, 28, 32, 33, 54, 57, 80, 85, 108, 134, 139, 160, 186, 189, 191, 212, 238, 243, 266, 285 TE: pp. 34, 35, 39, 44, 46, 47, 51, 52, 54, 55, 58, 67, 71, 82, 97, 110, 114, 126, 140, 151, 160, 168, 172, 173, 177, 196, 223, 224, 227, 228, 243, 252, 279, 280, 283, 284, 285, 310, 311
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	SB: pp. 22, 28, 32, 33, 54, 57, 80, 85, 108, 134, 139, 160, 186, 189, 191, 212, 238, 243, 266, 285 TE: pp. 34, 35, 39, 44, 46, 47, 51, 52, 54, 55, 58, 67, 71, 82, 97, 110, 114, 126, 140, 151, 160, 168, 172, 173, 177, 196, 223, 224, 227, 228, 243, 252, 279, 280, 283, 284, 285, 310, 311
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	SB: pp. 18, 19, 20, 21, 41, 45, 46, 47, 49, 50, 51, 58, 59, 71, 72, 73, 98, 99, 100, 101, 104, 105, 126, 127, 150, 151, 152, 153, 154, 155, 156, 157, 177, 178, 179, 202, 203, 214, 215, 228, 229, 130, 230, 231, 256, 257, 258, 259 TE: pp. 45, 46, 47, 72, 73, 74, 75, 77, 78, 79, 86, 100, 101, 104, 105, 126, 127, 130, 131, 136, 137, 152, 153, 154, 155, 156, 157, 160, 161, 178, 179, 186, 187, 188, 189, 190, 191, 192, 193, 215, 216, 217, 220, 230, 231, 258, 259, 270, 271, 272, 273, 300, 301, 302, 303

En Español

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 7th grade

Language Standards	
<i>Conventions of Standard English</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SB: pp. 21, 44, 49, 50, 51, 58, 70, 72, 73, 74, 75, 76, 77, 98, 100, 103, 104, 128, 129, 130, 131, 180, 181, 182, 183, 232, 233, 234, 235, 239, 260, 261, 262, 263 TE: pp. 47, 72, 73, 77, 78, 79, 86, 100, 101, 104, 105, 106, 107, 130, 132, 135, 136, 162, 163, 164, 165, 218, 219, 220, 221, 274, 275, 276, 277, 304, 305, 306, 307
a. Explain the function of phrases and clauses in general and their function in specific sentences.	SB: pp. 76, 77, 102, 103, 104, 182, TE: pp. 106, 107, 134, 135, 136, 220,
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	SB: pp. 21, 44, 49, 50, 51, 58, 70, 72, 73, 74, 75, 76, 77, 98, 100, 103, 104, 128, 129, 130, 131, 180, 181, 182, 183, 232, 233, 234, 235, 239, 260, 261, 262, 263 TE: pp. 47, 72, 73, 77, 78, 79, 86, 100, 101, 104, 105, 106, 107, 130, 132, 135, 136, 162, 163, 164, 165, 218, 219, 220, 221, 274, 275, 276, 277, 304, 305, 306, 307
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	SB: pp. 206, 207, 208, 209 TE: pp. 246, 247, 248, 249
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SB: pp. 20, 21, 46, 47, 71, 72, 73, 100, 101, 104, 105, 126, 127, 152, 153, 154, 155, 156, 157, 178, 179, 230, 231, 258, 259 TE: pp. 74, 75, 100, 101, 104, 105, 126, 127, 136, 137, 152, 153, 154, 155, 156, 157, 178, 179, 230, 231, 258, 259, 160, 161, 188, 189, 190, 191, 192, 193, 216, 217, 272, 273, 302, 303
a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	SB: pp. 178, 179, TE: pp. 216, 217,
b. Spell correctly.	SB: pp. 20, 21, 46, 47, 71, 72, 73, 100, 101, 104, 105, 126, 127, 152, 153, 154, 155, 156, 157, 178, 179, 230, 231, 258, 259 TE: pp. 74, 75, 100, 101, 104, 105, 126, 127, 136, 137, 152, 153, 154, 155, 156, 157, 178, 179, 230, 231, 258, 259, 160, 161, 188, 189, 190, 191, 192, 193, 216, 217, 272, 273, 302, 303
<i>Knowledge of Language</i>	

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 7th grade

<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>SB: pp. 22, 23, 24, 25, 44, 45, 47, 48, 49, 50, 73, 124, 125, 153, 158, 159, 206, 207, 208, 209, 232, 233, 234, 235 TE: pp. 51, 72, 73, 75, 101, 188, 244, 245, 246-249, 274, 275, 276, 277</p>
<p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>SB: pp. 22, 23, 24, 25, 44, 45, 47, 48, 49, 50, 73, 124, 125, 153, 158, 159, 206, 207, 208, 209, 232, 233, 234, 235 TE: pp. 51, 72, 73, 75, 101, 188, 244, 245, 246-249, 274, 275, 276, 277</p>
<p><i>Vocabulary Acquisition and Use</i></p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>SB: pp. 19, 41, 45, 47, 49, 50, 51, 58, 70, 71, 98, 99, 150, 151, 177, 202, 203, 214, 215, 229, 256, 257, TE: pp. 45, 75, 77, 78, 79, 86, 100, 101, 130, 131, 186, 187, 300, 301, 215, 220,</p>
<p>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.</p>	<p>SB: pp. 25, 181, TE: pp. 51,</p>
<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p>	<p>SB: pp. 176, TE: pp. 214,</p>
<p>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.</p>	<p>SB: pp. 41, 45, 47, 49, 50, 51, 58, 150, 151, 177, 214, 215 TE: pp. 186, 187, 300, 301, 215, 220,</p>
<p>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).</p>	<p>SB: pp. 19, 41, 45, 47, 49, 50, 51, 58, 70, 71, 98, 99, 150, 151, 177, 202, 203, 214, 215, 229, 256, 257, TE: pp. 45, 75, 77, 78, 79, 86, 100, 101, 130, 131, 186, 187, 300, 301, 215, 220,</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>SB: pp. 18, 19, 51, 58, 99, 228, 229, TE: pp. 72, 73, 100, 101, 130, 131, 270, 271</p>
<p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p>SB: pp. 18, 19, 51, 58, 99, 228, 229, TE: pp. 72, 73, 100, 101, 130, 131, 270, 271</p>
<p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p>SB: pp. 44, 45, 70, 71, 98, 99, 228, 229 TE: pp. 72, 73, 100, 101, 130, 131, 270, 271</p>

En Español

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 7th grade

<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>SB: pp. 18, 19, 51, 58, 99, 228, 229, TE: pp. 72, 73, 100, 101, 130, 131, 270, 271</p>
<p>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.</p>	<p>SB: pp. 18, 19, 20, 21, 41, 45, 46, 47, 49, 50, 51, 58, 59, 71, 72, 73, 98, 99, 100, 101, 104, 105, 126, 127, 150, 151, 152, 153, 154, 155, 156, 157, 177, 178, 179, 202, 203, 214, 215, 228, 229, 130, 230, 231, 256, 257, 258, 259</p> <p>TE: pp. 45, 46, 47, 72, 73, 74, 75, 77, 78, 79, 86, 100, 101, 104, 105, 126, 127, 130, 131, 136, 137, 152, 153, 154, 155, 156, 157, 160, 161, 178, 179, 186, 187, 188, 189, 190, 191, 192, 193, 215, 216, 217, 220, 230, 231, 258, 259, 270, 271, 272, 273, 300, 301, 302, 303</p>



Correlation to the Common Core State Standards (CCSS)

Grade 8

**COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO
En Español (SANTILLANA USA) – 8th grade**

Reading Standards for Literature	
<i>Key Ideas and Details</i>	
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: pp. 14-16, 66-68, 94-96, 146-148, 172-174, 198-200, 226-228 TG: pp. 96-97, 98, 126-128, 182-184, 210-212, 238-240, 268-270
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: pp. 10-16, 62-68, 88-96, 142-148, 168-174, 194-200, 220-228 TG: pp. 36-42, 92-98, 120-128, 178-184, 206-212, 234-240, 262-270
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.	SB: pp. 10-16, 18, 44, 62-68, 70, 88-96, 98, 124, 142-148, 150, 168-174, 176, 194-200, 202, 220-228, 230, 256 TG: pp. 36-42, 92-98, 120-128, 178-184, 206-212, 234-240, 262-270
<i>Craft and Structure</i>	
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: pp. 10-16, 62-68, 88-96, 142-148, 168-174, 194-200, 220-228 TG: pp. 36-42, 44, 72, 92-98, 100, 120-128, 130, 158, 178-184, 186, 206-212, 214, 234-240, 242, 262-270, 272, 300
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.	SB: pp. 10-16, 18, 44, 62-68, 70, 88-96, 98, 124, 142-148, 150, 168-174, 176, 194-200, 202, 220-228, 230, 256 TG: pp. 36-42, 92-98, 120-128, 178-184, 206-212, 234-240, 262-270
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: pp. 10-16, 18, 44, 62-68, 70, 88-96, 98, 124, 142-148, 150, 168-174, 176, 194-200, 202, 220-228, 230, 256 TG: pp. 36-42, 92-98, 120-128, 178-184, 206-212, 234-240, 262-270
<i>Integration of Knowledge and Ideas</i>	
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text	SB: pp. 220-230 TG: pp. 262-272

En Español

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 8th grade

or script, evaluating the choices made by the director or actors.	
8. (Not applicable to literature)	
9. 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.	SB: pp. 96, 228 TG: pp. 128, 270
<i>Range of Reading and Level of Text Complexity</i>	
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: pp. 26, 78, 88-93, 96, 142-154, 148, 158, 168, 174, 184, 194-206, 210, 220, 225, 228, 229

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 8th grade

Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
<p>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.</p>	<p>SB: pp. 22, 29, 30, 32-33, 36, 38, 42, 48, 55-56, 74, 81, 82, 84, 102, 106, 109, 110, 116, 119, 122, 128, 135, 136, 138, 1154, 161, 162, 180, 188, 190 213, 214, 234, 241, 242, 244, 248, 249-251, 254, 260, 264, 267, 268</p> <p>TG: pp. 55, 58-59, 64, 66, 70, 76, 83, 84, 104, 111, 112, 114, 134, 138, 141, 142, 150, 153, 156, 162, 169, 170, 172, 190, 197, 198, 218, 226, 228, 253, 254, 276, 283, 284, 286, 292, 293-295, 298, 304, 308, 311, 312</p>
<p>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.</p>	<p>SB: pp. 22, 29, 30, 32-33, 36, 38, 42, 48, 55-56, 74, 81, 82, 84, 102, 106, 109, 110, 116, 119, 122, 128, 135, 136, 138, 1154, 161, 162, 180, 188, 190 213, 214, 234, 241, 242, 244, 248, 249-251, 254, 260, 264, 267, 268</p> <p>TG: pp. 55, 58-59, 64, 66, 70, 76, 83, 84, 104, 111, 112, 114, 134, 138, 141, 142, 150, 153, 156, 162, 169, 170, 172, 190, 197, 198, 218, 226, 228, 253, 254, 276, 283, 284, 286, 292, 293-295, 298, 304, 308, 311, 312</p>
<p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>SB: pp. 22, 29, 30, 32-33, 36, 38, 42, 48, 55-56, 74, 81, 82, 84, 102, 106, 109, 110, 116, 119, 122, 128, 135, 136, 138, 1154, 161, 162, 180, 188, 190 213, 214, 234, 241, 242, 244, 248, 249-251, 254, 260, 264, 267, 268</p> <p>TG: pp. 55, 58-59, 64, 66, 70, 76, 83, 84, 104, 111, 112, 114, 134, 138, 141, 142, 150, 153, 156, 162, 169, 170, 172, 190, 197, 198, 218, 226, 228, 253, 254, 276, 283, 284, 286, 292, 293-295, 298, 304, 308, 311, 312</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of words</p>	<p>SB: pp. 18, 44, 70, 98, 124, 150, 202, 230,</p>

**COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO
En Español (SANTILLANA USA) – 8th grade**

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.	256 TG: pp. 44, 72, 100, 158, 186, 242, 272, 300
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.	SB: pp. 40-41, 66-67, 120-121, 252-253 TG: pp. 68-69, 154-155, 268-269, 296-297
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.	SB: pp. 40-41, 66-67, 120-121, 252-253 TG: pp. 68-69, 154-155, 268-269, 296-297
<i>Integration of Knowledge and Ideas</i>	
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.	SB: pp. 40-41, 66-67, 120-121, 252-253 TG: pp. 68-69, 154-155, 268-269, 296-297
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.	SB: pp. 40-41, 66-67, 120-121, 252-253 TG: pp. 68-69, 154-155, 268-269, 296-297
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.	SB: pp. 40-41, 66-67, 120-121, 252-253 TG: pp. 68-69, 154-155, 268-269, 296-297
<i>Range of Reading and Level of Text Complexity</i>	
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: pp. 22, 29, 30, 32-33, 36, 38, 42, 48, 55-56, 74, 81, 82, 84, 102, 106, 109, 110, 116, 119, 122, 128, 135, 136, 138, 1154, 161, 162, 180, 188, 190 213, 214, 234, 241, 242, 244, 248, 249-251, 254, 260, 264, 267, 268

**COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO
En Español (SANTILLANA USA) – 8th grade**

Writing Standards	
<i>Text Types and Purposes</i>	
1. Write arguments to support claims with clear reasons and relevant evidence.	SB: pp. 26-27, 52-53, 78-79, 106-107, 132-133, 158-159, 184-185, 210-211, 238-239, 264-265 TG: pp. 52, 80, 108, 138, 166, 194, 222, 250, 280, 308
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SB: pp. 27, 53, 79, 107, 133, 159, 185, 211, 239, 265 TG: pp. 52-53, 80-81, 108-109, 138-139, 166-167, 194-195, 222-223, 250-251, 280-281, 308-309
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SB: pp. 27, 53, 79, 107, 133, 159, 185, 211, 239, 265 TG: pp. 52-53, 80-81, 108-109, 138-139, 166-167, 194-195, 222-223, 250-251, 280-281, 308-309
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SB: pp. 27, 53, 79, 107, 133, 159, 185, 211, 239, 265 TG: pp. 52-53, 80-81, 108-109, 138-139, 166-167, 194-195, 222-223, 250-251, 280-281, 308-309
d. Establish and maintain a formal style.	SB: pp. 27, 53, 79, 107, 133, 159, 185, 211, 239, 265 TG: pp. 52-53, 80-81, 108-109, 138-139, 166-167, 194-195, 222-223, 250-251, 280-281, 308-309
e. Provide a concluding statement or section that follows from and supports the argument presented.	SB: pp. 27, 53, 79, 107, 133, 159, 185, 211, 239, 265 TG: pp. 52-53, 80-81, 108-109, 138-139, 166-167, 194-195, 222-223, 250-251, 280-281, 308-309
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SB: pp. 52-53, 106-107, 132-133, 184-185, 238-239, 264-265 TG: pp. 80-81, 138-139, 166-167, 222-223, 280-281, 308-309
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into	SB: pp. 52-53, 106-107, 132-133, 184-185, 238-239, 264-265 TG: pp. 80-81, 138-139, 166-167, 222-

**COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO
En Español (SANTILLANA USA) – 8th grade**

broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	223, 280-281, 308-309
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	SB: pp. 52-53, 106-107, 132-133, 184-185, 238-239, 264-265 TG: pp. 80-81, 138-139, 166-167, 222-223, 280-281, 308-309
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SB: pp. 52-53, 106-107, 132-133, 184-185, 238-239, 264-265 TG: pp. 80-81, 138-139, 166-167, 222-223, 280-281, 308-309
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	SB: pp. 52-53, 106-107, 132-133, 184-185, 238-239, 264-265 TG: pp. 80-81, 138-139, 166-167, 222-223, 280-281, 308-309
e. Establish and maintain a formal style.	SB: pp. 52-53, 106-107, 132-133, 184-185, 238-239, 264-265 TG: pp. 80-81, 138-139, 166-167, 222-223, 280-281, 308-309
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	SB: pp. 52-53, 106-107, 132-133, 184-185, 238-239, 264-265 TG: pp. 80-81, 138-139, 166-167, 222-223, 280-281, 308-309
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SB: pp. 78-79, 194-195, 210-211, TG: pp. 108-109, 158-159, 194-195, 250-251
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.	SB: pp. 78-79, 194-195, 210-211, TG: pp. 108-109, 158-159, 194-195, 250-251
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	SB: pp. 78-79, 194-195, 210-211, TG: pp. 108-109, 158-159, 194-195, 250-251
c. Use a variety of transition words, phrases, and clauses to convey	SB: pp. 70, 78-79, 98, 124, 194-195, 202, 210-211, 256

En Español

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 8th grade

sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	TG: pp. 108-109, 130, 158-159, 186, 194-195, 242, 250-251, 300
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SB: pp. 78-79, 194-195, 210-211, TG: pp. 72, 108-109, 158-159, 194-195, 250-251
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	SB: pp. 78-79, 194-195, 210-211, TG: pp. 108-109, 158-159, 194-195, 250-251
<i>Production and Distribution of Writing</i>	
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.)	SB: pp. 26-27, 52-53, 78-79, 106-107, 132-133, 158-159, 184-185, 194-195, 210-211, 238-239, 264-265 TG: pp. 52, 80, 81, 108, 138-139, 158, 166, 167, 194, 222, 250, 280, 308
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.)	SB: pp. 26-27, 52-53, 78-79, 106-107, 132-133, 158-159, 184-185, 194-195, 210-211, 238-239, 264-265 TG: pp. 52, 80, 81, 108, 138-139, 158, 166, 167, 194, 222, 250, 280, 308
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.	SB: pp. 26-27, 52-53, 78-79, 106-107, 132-133, 158-159, 184-185, 194-195, 210-211, 238-239, 264-265 TG: pp. 52, 80, 81, 108, 138-139, 158, 166, 167, 194, 222, 250, 280, 308
<i>Research to Build and Present Knowledge</i>	
7. Conduct short research projects to answer a question (including a self-	SB: pp. 26-27, 52-53, 78-79, 106-107, 132-133, 158-159, 184-185, 194-195, 210-

En Español

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 8th grade

generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	211, 238-239, 264-265 TG: pp. 52, 80, 81, 108, 138-139, 158, 166, 167, 194, 222, 250, 280, 308
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.	SB: pp. 26-27, 52-53, 78-79, 106-107, 132-133, 158-159, 184-185, 194-195, 210-211, 238-239, 264-265 TG: pp. 52, 80, 81, 108, 138-139, 158, 166, 167, 194, 222, 250, 280, 308
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SB: pp. 26-27, 52-53, 78-79, 106-107, 132-133, 158-159, 184-185, 194-195, 210-211, 238-239, 264-265 TG: pp. 52, 80, 81, 108, 138-139, 158, 166, 167, 194, 222, 250, 280, 308
a. 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”).	SB: pp. 10-16, 18, 44, 62-68, 70, 88-96, 98, 124, 142-148, 150, 168-174, 176, 194-200, 202, 220-228, 230, 256 TG: pp. 36-42, 92-98, 120-128, 178-184, 206-212, 234-240, 262-270
b. 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”).	SB: pp. 22, 29, 30, 32-33, 36, 38, 42, 48, 55-56, 74, 81, 82, 84, 102, 106, 109, 110, 116, 119, 122, 128, 135, 136, 138, 1154, 161, 162, 180, 188, 190 213, 214, 234, 241, 242, 244, 248, 249-251, 254, 260, 264, 267, 268 TG: pp. 55, 58-59, 64, 66, 70, 76, 83, 84, 104, 111, 112, 114, 134, 138, 141, 142, 150, 153, 156, 162, 169, 170, 172, 190, 197, 198, 218, 226, 228, 253, 254, 276, 283, 284, 286, 292, 293-295, 298, 304, 308, 311, 312
<i>Range of Writing</i>	
10. Write routinely over extended time	SB: pp. 26-27, 52-53, 78-79, 106-107,

En Español

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 8th grade

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.	132-133, 158-159, 184-185, 194-195, 210-211, 238-239, 264-265
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COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 8th grade

Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
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.	SB: pp. 28, 54, 80, 108, 134, 160, 186, 212, 240, 266 TG: pp. 54, 83, 111, 141, 169, 197, 225, 253, 283, 311
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: pp. 28, 54, 80, 108, 134, 160, 186, 212, 240, 266 TG: pp. 54, 83, 111, 141, 169, 197, 225, 253, 283, 311
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SB: pp. 28, 54, 80, 108, 134, 160, 186, 212, 240, 266 TG: pp. 54, 83, 111, 141, 169, 197, 225, 253, 283, 311
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	SB: pp. 28, 54, 80, 108, 134, 160, 186, 212, 240, 266 TG: pp. 54, 83, 111, 141, 169, 197, 225, 253, 283, 311
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	SB: pp. 28, 54, 80, 108, 134, 160, 186, 212, 240, 266 TG: pp. 54, 83, 111, 141, 169, 197, 225, 253, 283, 311
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: pp. 28, 54, 80, 108, 134, 160, 186, 212, 240, 266 TG: pp. 54, 83, 111, 141, 169, 197, 225, 253, 283, 311
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: pp. 28, 54, 80, 108, 134, 160, 186, 212, 240, 266 TG: pp. 54, 83, 111, 141, 169, 197, 225, 253, 283, 311

En Español

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 8th grade

<i>Presentation of Knowledge and Ideas</i>	
<p>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.</p>	<p>SB: pp. 28, 54, 80, 108, 134, 160, 186, 212, 240, 266 TG: pp. 54, 83, 111, 141, 169, 197, 225, 253, 283, 311</p>
<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>SB: pp. 28, 54, 80, 108, 134, 160, 186, 212, 240, 266 TG: pp. 54, 83, 111, 141, 169, 197, 225, 253, 283, 311</p>
<p>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.)</p>	<p>SB: pp. 28, 44, 48, 54, 70, 74, 80, 102, 108, 134, 160, 186, 212, 240, 256, 266 TG: pp. 54, 83, 111, 141, 169, 197, 225, 253, 283, 311</p>

En Español

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 8th grade

Language Standards	
<i>Conventions of Standard English</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SB: pp. 20, 22, 46, 48, 72, 74, 100, 102, 128, 126, 152, 154, 178, 180, 204, 206, 232, 234, 258, 260 TG: pp. 46, 48, 74, 76, 104, 102, 132, 134, 160, 162, 188, 190, 216, 218, 244, 246, 274, 276, 302, 304
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	SB: pp. 102, 154, 180, 234, TG: pp. 134, 190, 218, 276
b. Form and use verbs in the active and passive voice.	SB: pp. 102, 154, 180, 234, TG: pp. 134, 190, 218, 276
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	SB: pp. 102, 154, 180, 234, TG: pp. 134, 190, 218, 276
d. Recognize and correct inappropriate shifts in verb voice and mood.	SB: pp. 102, 154, 180, 234, TG: pp. 134, 190, 218, 276
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SB: pp. 20, 46, 72, 100, 126, 152, 178, 204, 232, 258 TG: pp. 46, 74, 102, 132, 160, 188, 216, 244, 274, 302
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	SB: pp. 100, 152, 204 TG: pp. 132, 188, 244
b. Use an ellipsis to indicate an omission.	SB: pp. 152-153 TG: pp. 188-189
c. Spell correctly.	SB: pp. 20, 22, 46, 48, 72, 74, 100, 102, 128, 126, 152, 154, 178, 180, 204, 206, 232, 234, 258, 260 TG: pp. 46, 48, 74, 76, 104, 102, 132, 134, 160, 162, 188, 190, 216, 218, 244, 246, 274, 276, 302, 304
<i>Knowledge of Language</i>	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SB: pp. 20, 22, 46, 48, 72, 74, 100, 102, 128, 126, 152, 154, 178, 180, 204, 206, 232, 234, 258, 260 TG: pp. 46, 48, 74, 76, 104, 102, 132, 134, 160, 162, 188, 190, 216, 218, 244, 246,

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 8th grade

	274, 276, 302, 304
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).	SB: pp. 102, 154, 180, 234, TG: pp. 134, 190, 218, 276
<i>Vocabulary Acquisition and Use</i>	
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.	SB: pp. 18, 44, 70, 98, 124, 150, 176, 202, 230, 256 TG: pp. 44, 72, 100, 130, 158, 186, 214, 242, 272, 300
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.	SB: pp. 18, 44, 70, 98, 124, 150, 202, 230, 256 TG: pp. 44, 72, 100, 158, 186, 242, 272, 300
b. 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>).	SB: pp. 176 TG: pp. 214
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.	SB: pp. 230, TG: pp. 272
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).	SB: pp. 18, 44, 70, 98, 124, 150, 202, 230, 256 TG: pp. 44, 72, 100, 158, 186, 242, 272, 300
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SB: pp. 18, 44, 70, 124, 150, 202, 256 TG: pp. 44, 72, 100, 158, 186, 242, 300
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	SB: pp. 200 TG: pp. 234
b. Use the relationship between particular words to better understand	SB: pp. 18, 44, 70, 124, 150, 202, 256 TG: pp. 44, 72, 100, 158, 186, 242, 300

En Español

COMMON CORE STATE STANDARDS (CCSS) CORRELATION TO En Español (SANTILLANA USA) – 8th grade

each of the words.	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	SB: pp. 18, 44, 70, 124, 150, 202, 256 TG: pp. 44, 72, 100, 158, 186, 242, 300
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.	SB: pp. 18, 44, 70, 98, 124, 150, 176, 202, 230, 256 TG: pp. 44, 72, 100, 130, 158, 186, 214, 242, 272, 300