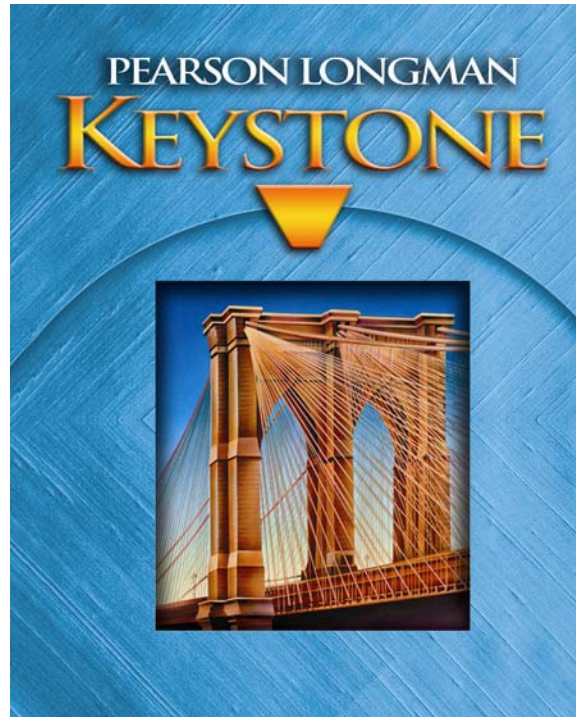


A Correlation of  
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Keystone Book F**  
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To the  
**Common Core Standards  
for English Language Arts and  
Literacy in History/Social Studies,  
Science, and Technical Subjects**  
**Grades 6-12**

## Introduction

This document demonstrates how **Pearson Longman *Keystone, Book F*** aligns to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

**Pearson Longman *Keystone*** is a Grades 6-12 eight-level flexible program designed for English learners and struggling readers whose academic achievement is two or more years below grade level. Through explicit, intensive, and focused instruction that accelerates students' language acquisition, reading comprehension, vocabulary, and oral and written communication skills, students will quickly begin achieving academic success and be better prepared to transition to mainstream coursework across the curriculum.

**Pearson Longman *Keystone*** blends rigorous, research-based reading and language skills instruction together with a balance of content-area readings and age-appropriate, high-interest literature. In addition, this series incorporates the focused and purposeful instructional principles of *Understanding by Design*, which allow students to demonstrate their understanding and mastery of skills through multiple formal and informal assessment opportunities. Through this process, students will be equipped with the key transferable academic skills necessary for lifelong success.

### Program Highlights

- Six thematic units per level are organized around a Big Question
- Critical academic vocabulary and key words are explicitly taught before each reading
- Connected learning opportunities allow students to demonstrate their mastery of the skills covered
- Well-organized instructional support provides a clearly defined roadmap of instruction

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<b>Common Core Standards for English Language Arts, Grade 6</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<b>English Language Arts Standards » Reading: Literature » Introduction</b>	
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.	
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: Literature » Grade 6</b>	
<b>Key Ideas and Details</b>	
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>SE/TE:</b> Reading Strategies: make inferences, 127, analyze text structure, 183, analyze cultural context, 251; also see: Comprehension (fiction, poetry, drama), 14, 42–43, 108–109, 134–135, 192, 216, 256–257, 282–283, 352–353, 376–377, 432, 458; Critical thinking, 74, 154, 236, 316, 396, 478
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>SE/TE:</b> The Big Question, 4, 30, 100, 124, 180, 208, 248, 272, 342, 368, 422, 450; Theme, 143; also see: Comprehension: Right There, 42, 134, 256, 282, 352
RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<b>SE/TE:</b> Literary Words: character foil, 302; characterization, 125; climax, 273; conflict, 303, 343; plot, 125, 302; plot devices, 302; also see: Reader's Theater, 42, 134, 256, 282, 352; Dramatic reading, 14, 108, 192, 216, 376, 432, 458

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<b>Common Core Standards for English Language Arts, Grade 6</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<b>Craft and Structure</b>	
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<b>SE/TE:</b> Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452; Literary terms, 5, 31, 101, 125, 181, 209, 249, 273, 343, 369, 423, 451; Key words, 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<b>SE/TE:</b> Build Background, 220; Poetic Devices, 142; Understanding Sonnets, 143; Literary Devices, 144–145; Literary Words: conflict, 303, 343; plot, 125, 302; plot devices, 302; Reading Strategies: analyze text structure, 183; also see: Reader's Theater, 42, 134, 256, 282, 352
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	<b>SE/TE:</b> Reading Strategies: point of view, 101, 131, 301; also see: "Poogweese" 252–255
<b>Integration of Knowledge and Ideas</b>	
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	<b>SE/TE:</b> Opportunities to address this objective may be found with the following: <i>A Raisin in the Sun</i> , 184–191; <i>The Outsiders</i> , 224–228; <i>The Grapes of Wrath</i> , 346–351; also see: Reader's Theater, 42, 134, 256, 282, 352
RL.6.8 (Not applicable to literature)	(Not applicable to literature)
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<b>SE/TE:</b> Literary selections by genre: drama, 184–191; legend, 94–95; novel, 34–41, 276–281, 346–351, 372–373; personal narrative, 8–13, 212–215; play, 184–191, 224–228; poetry, 104–107, 148, 149, 374–375
<b>Range of Reading and Level of Text Complexity</b>	
RL.6.10 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.	<b>SE/TE:</b> Literary selections by genre: drama, 184–191; legend, 94–95; novel, 34–41, 276–281, 346–351, 372–373; personal narrative, 8–13, 212–215; play, 184–191, 224–228; poetry, 104–107, 148, 149, 374–375; Further Readings, 75, 155, 237, 317, 397, 479

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Common Core Standards for English Language Arts, Grade 6	Pearson Longman Keystone Book F, ©2013
<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 6</b>	
<b>Key Ideas and Details</b>	
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>SE/TE:</b> Comprehension (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446; Critical thinking, 74, 154, 236, 316, 396, 478
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>SE/TE:</b> Reading Strategy: summarize, 169, identify main idea and details, 115; In Your Own Words (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>SE/TE:</b> Text Analysis (Expository Text): Understanding Procedural Texts, 62; Understanding Organizational Patterns in Texts, 63; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; Reading Strategies (informational text): identify cause and effect, 263; also see: Comprehension (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446

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<b>Craft and Structure</b>	
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>SE/TE:</b> Key words, 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; also see: Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<b>SE/TE:</b> Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Understanding Procedural Texts, 62; Understanding Organizational Patterns in Texts, 63; Understanding Author’s Viewpoints, 64–65; Reading Strategies (informational text): identify main idea and details, 115, identify cause and effect, 263, analyze text structure, 183, analyze website structure, 439, compare and contrast, 289, distinguish fact from opinion, 199
RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<b>SE/TE:</b> Text Analysis (Expository Text): Understanding Author’s Viewpoints, 64–65; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465

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<b>Integration of Knowledge and Ideas</b>	
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<b>SE/TE:</b> Extension (Similar Media), 27, 177, 269; Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Smithsonian American Art Museum: The Language of Art, 82–83, 162–163, 244–245, 324–325, 404–405, 488–489; Listening and Speaking Workshop: TV documentary, 318–319; TV news show, 398–399; team presentation, 76–77; also see: Reader’s Theater, 42, 134, 256, 282, 352; writing multimedia presentations, 313–315; Listening and Speaking: Dramatic reading, 14, 108, 192, 216, 376, 432, 458
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>SE/TE:</b> Reading Strategies (informational text): distinguish fact from opinion, 199; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; “I Have a Dream” 426–431; also see: “The Grapes of Wrath” 346–351; “The Civil Rights Movement” 412–417; “The Peace Corps: An American Ideal” 440–445; Social Studies text, 66–67, 68–70, 116–119, 170–175, 332–337
RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<b>SE/TE:</b> Opportunities to address this objective may be found with the following: Understanding Author’s Viewpoint, 64–65; <i>Mere Ghosts of Their Former Selves</i> , 66–67; <i>Putting the Ghosts in Ghost Towns</i> , 68–69
<b>Range of Reading and Level of Text Complexity</b>	
RI.6.10 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.	<b>SE/TE:</b> Genre: biography, 456–457; essay, 454–455; literary biography, 386–389; science text, 22–25, 50–53, 90–93, 200–203, 264–267, 290–294, 360–363; social studies text, 66–67, 68–70, 116–119, 170–175, 332–337, 412–417, 440–445, 466–467, 468–469; speech, 212–215, 426–431; Further Readings, 75, 155, 237, 317, 397, 479



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Common Core Standards for English Language Arts, Grade 6	Pearson Longman Keystone Book F, ©2013
<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 6</b>	
<b>Text Types and Purposes</b>	
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	
W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.	<b>SE/TE:</b> Persuasive Brochure: beginning paragraph states writer's opinion, 240, organization, 241; Persuasive Essay: thesis statement, 471, 472, 473; also see: Persuasive writing assignments: opinions, 174, reader's concerns, 207, supporting reasons and examples, 379
W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>SE/TE:</b> Persuasive Brochure: supporting reasons and examples, 240, 241; Persuasive Essay: evidence, 471, 473; also see: Persuasive writing assignments: opinions, 174, reader's concerns, 207
W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>SE/TE:</b> Persuasive Brochure: list and organize details, 240, organization and sentence flow, 241; Persuasive Essay: organization and sentence flow, 473; also see: Persuasive writing assignments: supporting reasons and examples, 379
W.6.1d Establish and maintain a formal style.	<b>SE/TE:</b> Persuasive Brochure: voice and conventions, 241; Persuasive Essay: voice and conventions, 471; also see: Persuasive writing assignments: editorial, 179, review, 195, formal e-mail, 207, letter to the editor, 219
W.6.1e Provide a concluding statement or section that follows from the argument presented.	<b>SE/TE:</b> Persuasive Brochure: beginning concluding paragraph restates writer's opinion, 240, model conclusions, 242, 243; Persuasive Essay: conclusion, 473

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W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.6.2a Introduce a topic; 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.	<b>SE/TE:</b> Expository Essays (Writing Workshop): introductory paragraph presents main focus, 320, topic and purpose stated clearly, 321, 401; Analytical Essay: introduction, 309, list and organize details, 310, clear main idea, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>SE/TE:</b> Expository Essays (Writing Workshop): list and organize details, 320, 400, facts presented in order, 321, 401; Analytical Essay: body of the essay, 309, list and organize details, 310, well supported main idea, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>SE/TE:</b> Expository Essays (Writing Workshop): transition words, 321; Analytical Essay: flow of sentences, 311; also see: Expository writing assignments: logical sequence, 271, 285, problem-and-solution, 341, compare-and-contrast, 367, classifying, 299, 5Ws, 320-322
W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>SE/TE:</b> Expository Essays (Writing Workshop): word choice, 321, 401; Analytical Essay: word choice, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367

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W.6.2e Establish and maintain a formal style.	<b>SE/TE:</b> Expository Essays (Writing Workshop): formal, correct names for things, 321, voice and conventions, 401; Analytical Essay: voice and conventions, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.	<b>SE/TE:</b> Expository Essays (Writing Workshop): conclusion restates main idea, 320, model conclusions, 322, 323, 402, 403; Analytical Essay: conclusion, 309
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): start with what you know, 158, plot and characters engaging, 159; also see: Narrative writing assignments: from different point of view, 99, personal narrative, 111, friendly letter, 123, story with a starter, 137
W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): dialogue, 158, events build to climax, 159; also see: Narrative writing assignments: point of view, 99, plot, 111, dialogue, 137
W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): use story chart, 158, organization, 159; also see: Narrative writing assignments: plot, 111, voice, 123
W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): setting, 158, dialogue suits characters, 159; also see: Narrative writing assignments: point of view, 99, voice, 123, character traits, 137
W.6.3e Provide a conclusion that follows from the narrated experiences or events.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): events build to climax, 158, 159; also see: Narrative writing assignments: plot, 111

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<b>Production and Distribution of Writing</b>	
W.6.4 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> Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461
W.6.5 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.	<b>SE/TE:</b> Writing Workshop (prewrite, draft, revise, edit, publish): descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<b>SE/TE:</b> Writing multimedia presentations, 313–315; Internet use, 27, 177, 205, 207, 257, 297, 339, 439, 453; Media Literacy and Projects, 75, 155, 237, 317, 397, 479; How to Use Technology in Writing, 554; also see: Publish, 81, 161, 243, 323, 403, 487

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<b>Research to Build and Present Knowledge</b>	
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<b>SE/TE:</b> Writing Workshop: Research Report, 482–487; Preparing an Oral Report, 475–477; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Research writing: introductory paragraph, 421, support for ideas with facts and details, 435, support for ideas with examples, 449, using quotations and citations, 461; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<b>SE/TE:</b> Research writing: narrowing a topic, 421, quotations and citations, 461, supporting main idea with examples and explanations, 449, 482–487, supporting main idea with facts and details, 435, 482–487; Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.6.9a Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	<b>SE/TE:</b> Writing an Interpretative Response, 392–395
W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<b>SE/TE:</b> Critique, 70–73, Writing an Interpretative Response, 392–395

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<b>Range of Writing</b>	
W.6.10 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	<b>SE/TE:</b> Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461
<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 6</b>	
SL.6 Comprehension and Collaboration	
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
SL.6.1a Come to discussions prepared, having read or studied required material; 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> Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459; Link the Readings: Discussion, 74, 154, 236, 316, 396, 478; Listening and Speaking Workshop: team presentation, 76–77, TV news show, 398–399
SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<b>SE/TE:</b> Listening and Speaking Workshop: team presentation, 76–77, TV news show, 398–399; also see: Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459
SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<b>SE/TE:</b> Listening Skills & Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, ask for clarification, 135, 269, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319

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SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<b>SE/TE:</b> Listening Skills & Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, listen politely, 121, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<b>SE/TE:</b> Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Writing multimedia presentations, 313–315; Listening and Speaking Workshop (evaluate): TV documentary, 318–319; TV news show, 398–399; Extension (Similar Media), 27, 177, 269; also see: Reader's Theater, 42, 134, 256, 282, 352
SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>SE/TE:</b> Listening Skills & Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, listen politely, 121, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319
<b>Presentation of Knowledge and Ideas</b>	
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SE/TE:</b> Listening and Speaking Workshop: speech, 238–239; team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; oral report, 480–481; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<b>SE/TE:</b> Writing multimedia presentations, 313–315; Listening and Speaking Workshop: team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479

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<p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>SE/TE:</b> Listening and Speaking Workshop: skit, 156–157; speech, 238–239; team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; oral report, 480–481; also see: Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459</p>



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Common Core Standards for English Language Arts, Grade 6	Pearson Longman Keystone Book F, ©2013
<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 6</b>	
<b>Conventions of Standard English</b>	
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>SE/TE:</b> For related material see: Handbook: Pronouns (subject and object), 509–510
L.6.1b Use intensive pronouns (e.g., myself, ourselves).	<b>SE/TE:</b> For related material see: Reciprocal Pronouns, 231; Handbook: Pronouns, 509–511
L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.*	<b>SE/TE:</b> For related material see: Handbook: Pronouns, 509–511
L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	<b>SE/TE:</b> For related material see: Handbook: Pronouns, 509–511
L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	<b>SE/TE:</b> Word Study: Etymology and connotation, 139, Euphemisms, 183, Foreign phrases, 381; Handbook: Commas, 519–520, Dashes, 521

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L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	<b>SE/TE:</b> Restrictive and nonrestrictive clauses, 308; Quotation marks, dashes, and parentheses, 391
L.6.2b Spell correctly.	<b>SE/TE:</b> Word Study: Long vowels, 7; Pronouncing words spelled with <i>ea</i> , 425; Schwa, 49; Silent letters <i>gh</i> , 371; Sound /v/, 21; Sound /k/, Spelling the /ch/ sound, 453; Stress differences, 411; Suffix <i>-al</i> , 115; Suffixes <i>-ist</i> , <i>-or</i> , <i>-er</i> , 169; Suffix <i>-ous</i> , 275; Words with final e + suffix, 33; also see: Edit and Proofread, 80, 160, 242, 322, 402, 486
<b>Knowledge of Language</b>	
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.*	<b>SE/TE:</b> Writing Workshop: Sentence Fluency, 79, 159, 241, 321, 401, 483; Grammar Handbook: Sentences, 516–517
L.6.3b Maintain consistency in style and tone.*	<b>SE/TE:</b> Revision and Traits of Writing Checklist: descriptive essay, 79, fictional narrative, 159, persuasive brochure, 241, expository essay, 321, expository essay, 401, research report, 483
<b>Vocabulary Acquisition and Use</b>	
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	
L.6.4a 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.	<b>SE/TE:</b> Literary terms (practice), 5, 31, 101, 125, 181, 209, 249, 273, 343, 369, 423, 451; Key words (practice), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; Academic Words (practice), 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452
L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<b>SE/TE:</b> Prefixes, 251; Suffixes, 115, 169, 275; Greek and Latin Roots, 221

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L.6.4c Consult 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> Key words (use dictionary), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; How to Use Reference Books, 496–497
L.6.4d 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).	<b>SE/TE:</b> Key words (use dictionary), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; How to Use Reference Books, 496–497
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6.5a Interpret figures of speech (e.g., personification) in context.	<b>SE/TE:</b> Literary Words: personification, 5, 9, 142; figurative language, 31, 36, 128, 142; extended metaphor, 31, 142
L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>SE/TE:</b> Word Study: Related Words, 345; Analogy, 12, 105, 172, 255, 348, 457
L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	<b>SE/TE:</b> Denotation and Connotation, 39, 132, 141, 281, 350, 429
L.6.6 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 Words (practice), Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452

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<b>English Language Arts Standards » Reading: Literature » Introduction</b>	
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.	
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: Literature » Grade 7</b>	
<b>Key Ideas and Details</b>	
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>SE/TE:</b> Reading Strategies: make inferences, 127, analyze text structure, 183; also see: Comprehension (fiction, poetry, drama), 14, 42–43, 108–109, 134–135, 192, 216, 256–257, 282–283, 352–353, 376–377, 432, 458; Critical thinking, 74, 154, 236, 316, 396, 478
RL.7.2 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.	<b>SE/TE:</b> The Big Question, 4, 30, 100, 124, 180, 208, 248, 272, 342, 368, 422, 450; Theme, 143; also see: Comprehension: Right There, 42, 134, 256, 282, 352
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<b>SE/TE:</b> Literary Words: character foil, 302; characterization, 125; climax, 273; conflict, 303, 343; plot, 125, 302; plot devices, 302; also see: Reader’s Theater, 42, 134, 256, 282, 352; Dramatic reading, 14, 108, 192, 216, 376, 432, 458
<b>Craft and Structure</b>	
RL.7.4 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.	<b>SE/TE:</b> Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452; Literary terms, 5, 31, 101, 125, 181, 209, 249, 273, 343, 369, 423, 451; Key words, 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437
RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>SE/TE:</b> Build Background, 220; Poetic Devices, 142; Understanding Sonnets, 143; Literary Devices, 144–145; also see: play, 184–191, 224–228; poetry, 104–107, 148, 149, 374–375

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RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<b>SE/TE:</b> Reading Strategies: analyze cultural context, 251; point of view, 101, 131, 301; also see: “Poogweese” 252–255; Extension: Compare Social and Cultural Views, 121, 339, 447
<b>Integration of Knowledge and Ideas</b>	
RL.7.7 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).	<b>SE/TE:</b> Opportunities to address this objective may be found with the following: Extension (Comparing Similar Media), 27, 177, 269; <i>A Raisin in the Sun</i> , 184–191; <i>The Outsiders</i> , 224–228; <i>The Grapes of Wrath</i> , 346–351; Reader’s Theater, 42, 134, 256, 282, 352
RL.7.8 (Not applicable to literature)	(Not applicable to literature)
RL.7.9 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 fiction use or alter history.	<b>SE/TE:</b> Opportunities to address this objective may be found with the following: <i>The Great Migration</i> , 170–175; <i>A Raisin in the Sun</i> , 184–191; <i>Hard Times and Happy Days</i> , 332–336; <i>Happy Days Are Here Again</i> , 337; <i>The Grapes of Wrath</i> , 346–351
<b>Range of Reading and Level of Text Complexity</b>	
RL.7.10 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.	<b>SE/TE:</b> Literary selections by genre: drama, 184–191; legend, 94–95; novel, 34–41, 276–281, 346–351, 372–373; personal narrative, 8–13, 212–215; play, 184–191, 224–228; poetry, 104–107, 148, 149, 374–375; Further Readings, 75, 155, 237, 317, 397, 479

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<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 7</b>	
<b>Key Ideas and Details</b>	
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>SE/TE:</b> Comprehension (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446; Critical thinking, 74, 154, 236, 316, 396, 478
RI.7.2 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.	<b>SE/TE:</b> Reading Strategy: summarize, 169, identify main idea and details, 115, draw conclusions, 345; Text Analysis (Evidence and Fallacies): Evaluating Evidence, 464; In Your Own Words (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446
RI.7.3 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).	<b>SE/TE:</b> Text Analysis (Expository Text): Understanding Procedural Texts, 62; Understanding Organizational Patterns in Texts, 63; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; Reading Strategies (informational text): identify main idea and details, 115, identify cause and effect, 263, draw conclusions, 345; also see: Comprehension (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446

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<b>Craft and Structure</b>	
RI.7.4 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.	<b>SE/TE:</b> Key words, 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; also see: Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452
RI.7.5 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.	<b>SE/TE:</b> Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Understanding Procedural Texts, 62; Understanding Organizational Patterns in Texts, 63; Understanding Author’s Viewpoints, 64–65; Reading Strategies (informational text): identify main idea and details, 115, identify cause and effect, 263, analyze text structure, 183, analyze website structure, 439, compare and contrast, 289, distinguish fact from opinion, 199
RI.7.6 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.	<b>SE/TE:</b> Text Analysis (Expository Text): Understanding Author’s Viewpoints, 64–65; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465

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<b>Integration of Knowledge and Ideas</b>	
RI.7.7 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).	<b>SE/TE:</b> Extension (Similar Media), 27, 177, 269; Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Smithsonian American Art Museum: The Language of Art, 82–83, 162–163, 244–245, 324–325, 404–405, 488–489; Listening and Speaking Workshop: TV documentary, 318–319; TV news show, 398–399; team presentation, 76–77; also see: Reader’s Theater, 42, 134, 256, 282, 352; writing multimedia presentations, 313–315; Listening and Speaking: Dramatic reading, 14, 108, 192, 216, 376, 432, 458
RI.7.8 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.	<b>SE/TE:</b> Reading Strategies (informational text): distinguish fact from opinion, 199; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; “I Have a Dream” 426–431; also see: “The Grapes of Wrath” 346–351; “The Civil Rights Movement” 412–417; “The Peace Corps: An American Ideal” 440–445; Social Studies text, 66–67, 68–70, 116–119, 170–175, 332–337
RI.7.9 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.	<b>SE/TE:</b> Opportunities to address this objective may be found with the following: Understanding Author’s Viewpoint, 64–65; <i>Mere Ghosts of Their Former Selves</i> , 66–67; <i>Putting the Ghosts in Ghost Towns</i> , 68–69
<b>Range of Reading and Level of Text Complexity</b>	
RI.7.10 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.	<b>SE/TE:</b> Genre: biography, 456–457; essay, 454–455; literary biography, 386–389; science text, 22–25, 50–53, 90–93, 200–203, 264–267, 290–294, 360–363; social studies text, 66–67, 68–70, 116–119, 170–175, 332–337, 412–417, 440–445, 466–467, 468–469; speech, 212–215, 426–431; Further Readings, 75, 155, 237, 317, 397, 479



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<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 7</b>	
<b>Text Types and Purposes</b>	
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	
W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<b>SE/TE:</b> Persuasive Brochure: beginning paragraph states writer's opinion, 240, organization, 241; Persuasive Essay: thesis statement, 471, 472, 473; also see: Persuasive writing assignments: opinions, 174, reader's concerns, 207, supporting reasons and examples, 379
W.7.1b 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> Persuasive Brochure: supporting reasons and examples, 240, 241; Persuasive Essay: evidence, 471, 473; also see: Persuasive writing assignments: opinions, 174, reader's concerns, 207
W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<b>SE/TE:</b> Persuasive Brochure: list and organize details, 240, organization and sentence flow, 241; Persuasive Essay: organization and sentence flow, 473; also see: Persuasive writing assignments: supporting reasons and examples, 379
W.7.1d Establish and maintain a formal style.	<b>SE/TE:</b> Persuasive Brochure: voice and conventions, 241; Persuasive Essay: voice and conventions, 471; also see: Persuasive writing assignments: editorial, 179, review, 195, formal e-mail, 207, letter to the editor, 219
W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.	<b>SE/TE:</b> Persuasive Brochure: beginning concluding paragraph restates writer's opinion, 240, model conclusions, 242, 243; Persuasive Essay: conclusion, 473

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W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.7.2a 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.	<b>SE/TE:</b> Expository Essays (Writing Workshop): introductory paragraph presents main focus, 320, topic and purpose stated clearly, 321, 401; Analytical Essay: introduction, 309, list and organize details, 310, clear main idea, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>SE/TE:</b> Expository Essays (Writing Workshop): list and organize details, 320, 400, facts presented in order, 321, 401; Analytical Essay: body of the essay, 309, list and organize details, 310, well supported main idea, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>SE/TE:</b> Expository Essays (Writing Workshop): transition words, 321; Analytical Essay: flow of sentences, 311; also see: Expository writing assignments: logical sequence, 271, 285, problem-and-solution, 341, compare-and-contrast, 367, classifying, 299, 5Ws, 320-322
W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>SE/TE:</b> Expository Essays (Writing Workshop): word choice, 321, 401; Analytical Essay: word choice, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367

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W.7.2e Establish and maintain a formal style.	<b>SE/TE:</b> Expository Essays (Writing Workshop): formal, correct names for things, 321, voice and conventions, 401; Analytical Essay: voice and conventions, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>SE/TE:</b> Expository Essays (Writing Workshop): conclusion restates main idea, 320, model conclusions, 322, 323, 402, 403; Analytical Essay: conclusion, 309
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
W.7.3a 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.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): start with what you know, 158, plot and characters engaging, 159; also see: Narrative writing assignments: from different point of view, 99, personal narrative, 111, friendly letter, 123, story with a starter, 137
W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): dialogue, 158, events build to climax, 159; also see: Narrative writing assignments: point of view, 99, plot, 111, dialogue, 137
W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): use story chart, 158, organization, 159; also see: Narrative writing assignments: plot, 111 voice, 123
W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): setting, 158, dialogue suits characters, 159; also see: Narrative writing assignments: point of view, 99, voice, 123, character traits, 137
W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): events build to climax, 158, 159; also see: Narrative writing assignments: plot, 111

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<b>Production and Distribution of Writing</b>	
W.7.4 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> Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461
W.7.5 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> Writing Workshop (prewrite, draft, revise, edit, publish): descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461
W.7.6 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.	<b>SE/TE:</b> Writing multimedia presentations, 313–315; Internet use, 27, 177, 205, 207, 257, 297, 339, 439, 453; Media Literacy and Projects, 75, 155, 237, 317, 397, 479; How to Use Technology in Writing, 554; also see: Publish, 81, 161, 243, 323, 403, 487

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<b>Research to Build and Present Knowledge</b>	
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>SE/TE:</b> Writing Workshop: Research Report, 482–487; Preparing an Oral Report, 475–477; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Research writing: introductory paragraph, 421, support for ideas with facts and details, 435, support for ideas with examples, 449, using quotations and citations, 461; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
W.7.8 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> Research writing: narrowing a topic, 421, quotations and citations, 461, supporting main idea with examples and explanations, 449, 482–487, supporting main idea with facts and details, 435, 482–487; Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.7.9a Apply grade 7 Reading standards 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”).	<b>SE/TE:</b> Writing an Interpretative Response, 392–395
W.7.9b Apply grade 7 Reading standards 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”).	<b>SE/TE:</b> Critique, 70–73, Writing an Interpretative Response, 392–395

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<b>Range of Writing</b>	
<p>W.7.10 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><b>SE/TE:</b> Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461</p>

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<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 7</b>	
<b>Comprehension and Collaboration</b>	
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
SL.7.1a 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.	<b>SE/TE:</b> Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459; Link the Readings: Discussion, 74, 154, 236, 316, 396, 478; Listening and Speaking Workshop: team presentation, 76–77, TV news show, 398–399
SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SE/TE:</b> Listening and Speaking Workshop: team presentation, 76–77, TV news show, 398–399; also see: Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459
SL.7.1c 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.	<b>SE/TE:</b> Listening Skills & Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, ask for clarification, 135, 269, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319
SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>SE/TE:</b> Listening Skills & Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, listen politely, 121, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319

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SL.7.2 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.	<b>SE/TE:</b> Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Writing multimedia presentations, 313–315; Listening and Speaking Workshop (evaluate): TV documentary, 318–319; TV news show, 398–399; Extension (Similar Media), 27, 177, 269; also see: Reader's Theater, 42, 134, 256, 282, 352
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>SE/TE:</b> Listening Skills & Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, listen politely, 121, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319
<b>Presentation of Knowledge and Ideas</b>	
SL.7.4 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.	<b>SE/TE:</b> Listening and Speaking Workshop: speech, 238–239; team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; oral report, 480–481; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<b>SE/TE:</b> Writing multimedia presentations, 313–315; Listening and Speaking Workshop: team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>SE/TE:</b> Listening and Speaking Workshop: skit, 156–157; speech, 238–239; team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; oral report, 480–481; also see: Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459



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Common Core Standards for English Language Arts, Grade 7	Pearson Longman Keystone Book F, ©2013
<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 7</b>	
<b>Conventions of Standard English</b>	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.	<b>SE/TE:</b> Expressions, <i>if</i> clauses, 122; Adverb clauses of time, 218; Dependent clauses, 270; Adjective clauses: review, 298, reduced to adjective phrases, 354, identifying and nonidentifying, 434
L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<b>SE/TE:</b> Writing Workshop: Sentence Fluency, 79, 159, 241, 321, 401, 483; Grammar Handbook: Sentences, 516–517
L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	<b>SE/TE:</b> For related material see: Expressions, <i>if</i> clauses, 122; Adverb clauses of time, 218; Dependent clauses, 270; Adjective clauses: review, 298, reduced to adjective phrases, 354, identifying and nonidentifying, 434
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.7.2a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	<b>SE/TE:</b> For related material see: Adjectives, with and without commas, 44
L.7.2b Spell correctly.	<b>SE/TE:</b> For related material see: Word Study: Long vowels, 7; Pronouncing words spelled with <i>ea</i> , 425; Schwa, 49; Silent letters <i>gh</i> , 371; Sound /v/, 21; Sound /k/, Spelling the /ch/ sound, 453; Stress differences, 411; Suffix <i>-al</i> , 115; Suffixes <i>-ist</i> , <i>-or</i> , <i>-er</i> , 169; Suffix <i>-ous</i> , 275; Words with final e + suffix, 33; also see: Edit and Proofread, 80, 160, 242, 322, 402, 486

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<b>Knowledge of Language</b>	
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	<b>SE/TE:</b> Revision and Traits of Writing Checklist (Word Choice): descriptive essay, 79, fictional narrative, 159, persuasive brochure, 241, expository essay, 321, expository essay, 401, research report, 483
<b>Vocabulary Acquisition and Use</b>	
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	
L.7.4a 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.	<b>SE/TE:</b> Literary terms (practice), 5, 31, 101, 125, 181, 209, 249, 273, 343, 369, 423, 451; Key words (practice), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; Academic Words (practice), 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452
L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	<b>SE/TE:</b> Prefixes, 251; Suffixes, 115, 169, 275; Greek and Latin Roots, 221
L.7.4c 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.	<b>SE/TE:</b> Key words (use dictionary), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; How to Use Reference Books, 496–497
L.7.4d 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).	<b>SE/TE:</b> Key words (use dictionary), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; How to Use Reference Books, 496–497

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L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<b>SE/TE:</b> Literary Words: personification, 5, 9, 142; figurative language, 31, 36, 128, 142; extended metaphor, 31, 142
L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<b>SE/TE:</b> Word Study: Related Words, 345; Analogy, 12, 105, 172, 255, 348, 457
L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	<b>SE/TE:</b> Denotation and Connotation, 39, 132, 141, 281, 350, 429
L.7.6 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 Words (practice), Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452

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<b>Common Core Standards for English Language Arts, Grade 8</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<b>English Language Arts Standards » Reading: Literature » Introduction</b>	
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.	
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: Literature » Grade 8</b>	
<b>Key Ideas and Details</b>	
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.	<b>SE/TE:</b> Reading Strategies: make inferences, 127, analyze text structure, 183; also see: Comprehension (fiction, poetry, drama), 14, 42–43, 108–109, 134–135, 192, 216, 256–257, 282–283, 352–353, 376–377, 432, 458; Critical thinking, 74, 154, 236, 316, 396, 478
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.	<b>SE/TE:</b> The Big Question, 4, 30, 100, 124, 180, 208, 248, 272, 342, 368, 422, 450; Theme, 143; also see: Comprehension: Right There, 42, 134, 256, 282, 352
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.	<b>SE/TE:</b> Literary Words: dialogue, 125, 181, 190; character foil, 302; characterization, 125; climax, 273; conflict, 303, 343; plot, 125, 302; plot devices, 302; also see: Reader’s Theater, 42, 134, 256, 282, 352; Dramatic reading, 14, 108, 192, 216, 376, 432, 458

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<b>Craft and Structure</b>	
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.	<b>SE/TE:</b> Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452; Literary terms, 5, 31, 101, 125, 181, 209, 249, 273, 343, 369, 423, 451; Key words, 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437
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.	<b>SE/TE:</b> Literary Words: conflict, 303, 343; plot, 125, 302; plot devices, 302; Reading Strategies: analyze text structure, 183; also see: Literary selections by genre: drama, 184–191; legend, 94–95; novel, 34–41, 276–281, 346–351, 372–373; personal narrative, 8–13, 212–215; play, 184–191, 224–228
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.	<b>SE/TE:</b> Reading Strategies: analyze cultural context, 251; point of view, 101, 131, 301; also see: “Poogweese” 252–255; Extension: Compare Social and Cultural Views, 121, 339, 447
<b>Integration of Knowledge and Ideas</b>	
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.	<b>SE/TE:</b> Opportunities to address this objective may be found with the following: <i>A Raisin in the Sun</i> , 184–191; <i>The Outsiders</i> , 224–228; <i>The Grapes of Wrath</i> , 346–351
RL.8.8 (Not applicable to literature)	(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.	<b>SE/TE:</b> Literary Vocabulary: Allusion, 181; Build Background: <i>The Grapes of Wrath</i> , 342; Literary Check: Allusion, 351; Myth: “Poogweese” 252–255
<b>Range of Reading and Level of Text Complexity</b>	
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.	<b>SE/TE:</b> Literary selections by genre: drama, 184–191; legend, 94–95; novel, 34–41, 276–281, 346–351, 372–373; personal narrative, 8–13, 212–215; play, 184–191, 224–228; poetry, 104–107, 148, 149, 374–375; Further Readings, 75, 155, 237, 317, 397, 479

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<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>	
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.	<b>SE/TE:</b> Comprehension (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446; Critical thinking, 74, 154, 236, 316, 396, 478
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.	<b>SE/TE:</b> Reading Strategy: summarize, 169, identify main idea and details, 115, draw conclusions, 345; Text Analysis (Evidence and Fallacies): Evaluating Evidence, 464; In Your Own Words (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446
RI.8.3 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> Text Analysis (Expository Text): Understanding Procedural Texts, 62; Understanding Organizational Patterns in Texts, 63; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; Reading Strategies (informational text): identify main idea and details, 115, identify cause and effect, 263, draw conclusions, 345; also see: Comprehension (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446

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<b>Craft and Structure</b>	
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.	<b>SE/TE:</b> Key words, 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; also see: Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452
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.	<b>SE/TE:</b> Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Understanding Procedural Texts, 62; Understanding Organizational Patterns in Texts, 63; Understanding Author’s Viewpoints, 64–65; Reading Strategies (informational text): identify main idea and details, 115, identify cause and effect, 263, analyze text structure, 183, analyze website structure, 439, compare and contrast, 289, distinguish fact from opinion, 199
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.	<b>SE/TE:</b> Text Analysis (Expository Text): Understanding Author’s Viewpoints, 64–65; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; also see: Writing persuasive essays, 471–474; Writing persuasive speeches, 217; Writing a Persuasive Brochure, 240–243; Editorial, 179; Letter to the Editor, 219
<b>Integration of Knowledge and Ideas</b>	
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.	<b>SE/TE:</b> Extension (Similar Media), 27, 177, 269; Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Smithsonian American Art Museum: The Language of Art, 82–83, 162–163, 244–245, 324–325, 404–405, 488–489; Listening and Speaking Workshop: TV documentary, 318–319; TV news show, 398–399; team presentation, 76–77; also see: Reader’s Theater, 42, 134, 256, 282, 352; writing multimedia presentations, 313–315; Listening and Speaking: Dramatic reading, 14, 108, 192, 216, 376, 432, 458

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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.	<b>SE/TE:</b> Reading Strategies (informational text): distinguish fact from opinion, 199; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; “I Have a Dream” 426–431; also see: “The Grapes of Wrath” 346–351; “The Civil Rights Movement” 412–417; “The Peace Corps: An American Ideal” 440–445; Social Studies text, 66–67, 68–70, 116–119, 170–175, 332–337
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.	<b>SE/TE:</b> Opportunities to address this objective may be found with the following: Understanding Author’s Viewpoint, 64–65; <i>Mere Ghosts of Their Former Selves</i> , 66–67; <i>Putting the Ghosts in Ghost Towns</i> , 68–69
<b>Range of Reading and Level of Text Complexity</b>	
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.	<b>SE/TE:</b> Genre: biography, 456–457; essay, 454–455; literary biography, 386–389; science text, 22–25, 50–53, 90–93, 200–203, 264–267, 290–294, 360–363; social studies text, 66–67, 68–70, 116–119, 170–175, 332–337, 412–417, 440–445, 466–467, 468–469; speech, 212–215, 426–431; Further Readings, 75, 155, 237, 317, 397, 479



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<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>	
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.	<b>SE/TE:</b> Persuasive Brochure: beginning paragraph states writer's opinion, 240, organization, 241; Persuasive Essay: thesis statement, 471, 472, 473; also see: Persuasive writing assignments: opinions, 174, reader's concerns, 207, supporting reasons and examples, 379
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.	<b>SE/TE:</b> Persuasive Brochure: supporting reasons and examples, 240, 241; Persuasive Essay: evidence, 471, 473; also see: Persuasive writing assignments: opinions, 174, reader's concerns, 207
W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>SE/TE:</b> Persuasive Brochure: list and organize details, 240, organization and sentence flow, 241; Persuasive Essay: organization and sentence flow, 473; also see: Persuasive writing assignments: supporting reasons and examples, 379
W.8.1d Establish and maintain a formal style.	<b>SE/TE:</b> Persuasive Brochure: voice and conventions, 241; Persuasive Essay: voice and conventions, 471; also see: Persuasive writing assignments: editorial, 179, review, 195, formal e-mail, 207, letter to the editor, 219
W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.	<b>SE/TE:</b> Persuasive Brochure: beginning concluding paragraph restates writer's opinion, 240, model conclusions, 242, 243; Persuasive Essay: conclusion, 473

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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.	<b>SE/TE:</b> Expository Essays (Writing Workshop): introductory paragraph presents main focus, 320, topic and purpose stated clearly, 321, 401; Analytical Essay: introduction, 309, list and organize details, 310, clear main idea, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<b>SE/TE:</b> Expository Essays (Writing Workshop): list and organize details, 320, 400, facts presented in order, 321, 401; Analytical Essay: body of the essay, 309, list and organize details, 310, well supported main idea, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>SE/TE:</b> Expository Essays (Writing Workshop): transition words, 321; Analytical Essay: flow of sentences, 311; also see: Expository writing assignments: logical sequence, 271, 285, problem-and-solution, 341, compare-and-contrast, 367, classifying, 299, 5Ws, 320-322
W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>SE/TE:</b> Expository Essays (Writing Workshop): word choice, 321, 401; Analytical Essay: word choice, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367

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W.8.2e Establish and maintain a formal style.	<b>SE/TE:</b> Expository Essays (Writing Workshop): formal, correct names for things, 321, voice and conventions, 401; Analytical Essay: voice and conventions, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>SE/TE:</b> Expository Essays (Writing Workshop): conclusion restates main idea, 320, model conclusions, 322, 323, 402, 403; Analytical Essay: conclusion, 309
<b>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>	
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.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): start with what you know, 158, plot and characters engaging, 159; also see: Narrative writing assignments: from different point of view, 99, personal narrative, 111, friendly letter, 123, story with a starter, 137
W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): dialogue, 158, events build to climax, 159; also see: Narrative writing assignments: point of view, 99, plot, 111, dialogue, 137
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.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): use story chart, 158, organization, 159; also see: Narrative writing assignments: plot, 111 voice, 123
W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): setting, 158, dialogue suits characters, 159; also see: Narrative writing assignments: point of view, 99, voice, 123, character traits, 137

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W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): events build to climax, 158, 159; also see: Narrative writing assignments: plot, 111
<b>Production and Distribution of Writing</b>	
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.)	<b>SE/TE:</b> Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461
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.	<b>SE/TE:</b> Writing Workshop (prewrite, draft, revise, edit, publish): descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461
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.	<b>SE/TE:</b> Writing multimedia presentations, 313–315; Internet use, 27, 177, 205, 207, 257, 297, 339, 439, 453; Media Literacy and Projects, 75, 155, 237, 317, 397, 479; How to Use Technology in Writing, 554; also see: Publish, 81, 161, 243, 323, 403, 487

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<b>Research to Build and Present Knowledge</b>	
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.	<b>SE/TE:</b> Writing Workshop: Research Report, 482–487; Preparing an Oral Report, 475–477; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Research writing: introductory paragraph, 421, support for ideas with facts and details, 435, support for ideas with examples, 449, using quotations and citations, 461; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
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.	<b>SE/TE:</b> Research writing: narrowing a topic, 421, quotations and citations, 461, supporting main idea with examples and explanations, 449, 482–487, supporting main idea with facts and details, 435, 482–487; Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.8.9a 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> Writing an Interpretative Response, 392–395
W.8.9b 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> Critique, 70–73, Writing an Interpretative Response, 392–395

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<b>Range of Writing</b>	
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)	<b>SE/TE:</b> Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461
<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>	
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
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.	<b>SE/TE:</b> Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459; Link the Readings: Discussion, 74, 154, 236, 316, 396, 478; Listening and Speaking Workshop: team presentation, 76–77, TV news show, 398–399
SL.8.1b 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> Listening and Speaking Workshop: team presentation, 76–77, TV news show, 398–399; also see: Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459
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.	<b>SE/TE:</b> Listening Skills & Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, ask for clarification, 135, 269, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319

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SL.8.1d 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> Listening Skills & Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, listen politely, 121, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319
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.	<b>SE/TE:</b> Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Writing multimedia presentations, 313–315; Listening and Speaking Workshop (evaluate): TV documentary, 318–319; TV news show, 398–399; Extension (Similar Media), 27, 177, 269; also see: Reader's Theater, 42, 134, 256, 282, 352
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.	<b>SE/TE:</b> Listening Skills & Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, listen politely, 121, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319
<b>Presentation of Knowledge and Ideas</b>	
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.	<b>SE/TE:</b> Listening and Speaking Workshop: speech, 238–239; team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; oral report, 480–481; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>SE/TE:</b> Writing multimedia presentations, 313–315; Listening and Speaking Workshop: team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479

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SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>SE/TE:</b> Listening and Speaking Workshop: skit, 156–157; speech, 238–239; team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; oral report, 480–481; also see: Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459
<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>	
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.	<b>SE/TE:</b> Infinitives of purpose, 98; Voice and verbals, 390
L.8.1b Form and use verbs in the active and passive voice.	<b>SE/TE:</b> Voice and verbals, 390
L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<b>SE/TE:</b> Handbook: Verbs (mood), 512–513
L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.*	<b>SE/TE:</b> Verb tense, 110, 122, 340; Handbook: Verbs (mood), 512–513



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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.	<b>SE/TE:</b> Poetic punctuation, 142; Quotation marks, dashes, and parentheses, 391; Punctuation of quoted speech, 460
L.8.2b Use an ellipsis to indicate an omission.	<b>SE/TE:</b> For related material see: End Marks, 518–519
L.8.2c Spell correctly.	<b>SE/TE:</b> Word Study: Long vowels, 7; Pronouncing words spelled with <i>ea</i> , 425; Schwa, 49; Silent letters <i>gh</i> , 371; Sound /v/, 21; Sound /k/, Spelling the /ch/ sound, 453; Stress differences, 411; Suffix <i>-al</i> , 115; Suffixes <i>-ist</i> , <i>-or</i> , <i>-er</i> , 169; Suffix <i>-ous</i> , 275; Words with final e + suffix, 33; also see: Edit and Proofread, 80, 160, 242, 322, 402, 486
<b>Knowledge of Language</b>	
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).	<b>SE/TE:</b> Handbook: Verbs (mood), 512–513
<b>Vocabulary Acquisition and Use</b>	
L.8.4 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.	
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.	<b>SE/TE:</b> Literary terms (practice), 5, 31, 101, 125, 181, 209, 249, 273, 343, 369, 423, 451; Key words (practice), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; Academic Words (practice), 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452
L.8.4b 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> Prefixes, 251; Suffixes, 115, 169, 275; Greek and Latin Roots, 221

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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.	<b>SE/TE:</b> Key words (use dictionary), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; How to Use Reference Books, 496–497
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).	<b>SE/TE:</b> Key words (use dictionary), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; How to Use Reference Books, 496–497
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.	<b>SE/TE:</b> Literary Words: personification, 5, 9, 142; figurative language, 31, 36, 128, 142; extended metaphor, 31, 142
L.8.5b Use the relationship between particular words to better understand each of the words.	<b>SE/TE:</b> For related material see: Word Study: related words, 345, homophones, 439; also see: Denotation and Connotation, 39, 132, 141, 281, 350, 429
L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	<b>SE/TE:</b> Denotation and Connotation, 39, 132, 141, 281, 350, 429
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.	<b>SE/TE:</b> Academic Words (practice), Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452

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<b>Reading Standards for Literacy in History/Social Studies</b>	
The Reading standards specific to the content areas begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
<b>Reading Informational Text</b> <span style="float: right;"><b>RH</b></span>	
<b>Key Ideas and Details</b>	
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	<b>SE/TE:</b> Before You Go On, 67, 68, 117, 119, 171, 173, 175, 333, 335, 337, 413, 417, 441, 443, 445, 46, 468; Comprehension, 120, 176, 338, 420, 446
RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<b>SE/TE:</b> Reading Strategy: Summarize, 169; Identify Main Idea and Details, 115; Monitor Comprehension, 115; Take Notes, 411; In Your Own Words, 120, 176, 338, 420, 446
RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<b>SE/TE:</b> See the following reading strategies: Analyze Text Structure, 183; Understanding Organizational Patterns in Texts, 63; Identify Cause and Effect, 263; Recognize Sequence, 275; also see: Social Studies Text, 66–67, 68–70, 116–119, 170–175, 332–337, 412–417, 440–445, 466–467, 468–469
<b>Craft and Structure</b>	
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b>SE/TE:</b> Key Words, 113, 167; also see: Academic words, 114, 168
RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	<b>SE/TE:</b> Understanding Organizational Patterns in Text, 63; Identify Problems and Solutions, 331; also see: Analyze Website Structure, 439; Identify Cause and Effect, 263; Recognize Sequence, 275
RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>SE/TE:</b> Author’s Purpose, 60; Understanding Author’s Viewpoint, 64–65; <i>Mere Ghosts of Their Former Selves</i> , 66–67; <i>Putting the Ghosts in Ghost Towns</i> , 68–69

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<b><i>Integration of Knowledge and Ideas</i></b>	
RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>SE/TE:</b> Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Photos, 170, 171, 172, 175, 335, 412, 414; Timeline, 414–416; Map, 334, 442; Graph, 173; Smithsonian American Art Museum: The Language of Art, 82–83, 162–163, 244–245, 324–325, 404–405, 488–489
RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	<b>SE/TE:</b> Text Analysis (Expository Text): Understanding Author’s Viewpoints, 64–65; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; Social Studies Texts, 466–467, 468–469
RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	<b>SE/TE:</b> <i>The Great Migration</i> , 170–175; <i>A Raisin in the Sun</i> , 184–191; <i>Hard Times and Happy Days</i> , 332–336; <i>Happy Days Are Here Again</i> , 337; also see: Work of Art: Girl with a Pearl Earring, 30; <i>Girl with a Pearl Earring</i> , 34–41; Reader’s Theater, 42
<b><i>Range of Reading and Level of Text Complexity</i></b>	
RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	<b>SE/TE:</b> Further Readings, 75, 155, 237, 317, 397, 479; also see: Social Studies Text, 66–67, 68–70, 116–119, 170–175, 332–337, 412–417, 440–445, 466–467, 468–469

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Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 6-8	Pearson Longman Keystone Book F, ©2013
<b>Reading Standards for Literacy in Science and Technical Subjects</b>	
The Reading standards specific to the content areas begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
<b>Reading Informational Text</b> <span style="float: right;"><b>RST</b></span>	
<b>Key Ideas and Details</b>	
RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	<b>SE/TE:</b> Before You Go On, 23, 25, 51, 53, 91, 93, 201, 203, 265, 267, 291, 293, 295, 361363; Comprehension, 26, 54, 96, 205, 268, 296
RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<b>SE/TE:</b> Reading Strategy: Summarize, 169; Identify Main Idea and Details, 115; Comprehension, 26, 54, 96, 205, 268, 296
RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	<b>SE/TE:</b> Understanding Procedural Texts, 62; also see: Extension, 55, 269, 296, 365; also see: Writing: Instructions, 285
<b>Craft and Structure</b>	
RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	<b>SE/TE:</b> Key Words, 19, 47, 87, 197, 261, 287, 357; Academic Words, 20, 48, 88, 198, 262, 288, 358
RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	<b>SE/TE:</b> Reading Strategy: Preview, 21; Skim, 49; Identify Cause and Effect, 263; Compare and Contrast, 289; Reading Skill, 23, 25
RST.6-8.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	<b>SE/TE:</b> Identify Author’s Purpose, 60, 211; also see: Science Text: Prepare to Read, 18,, 46, 86, 196, 260, 286, 356

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<b>Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 6-8</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<b><i>Integration of Knowledge and Ideas</i></b>	
RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	<b>SE/TE:</b> Reading Strategy: Skim, 49; Use Visuals, 89; Diagrams, 22, 23, 50, 51, 52, 53, 90, 91, 266; Photo, 291, 292, 293, 294, 295, 360, 361; Chart, 25, 92, 291; Table, 265; Map, 264; Extension: Make a Timeline, 55
RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	<b>SE/TE:</b> Reading Strategy: Distinguish Fact From Opinion, 199; also see: Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465
RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	<b>SE/TE:</b> Extension, 27, 269, 297; also see: Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553
<b><i>Range of Reading and Level of Text Complexity</i></b>	
RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	<b>SE/TE:</b> Further Readings, 75, 155, 237, 317, 397, 479; also see: Science Text, 22–25, 50–53, 90–93, 200–203, 264–267, 290–294, 360–363

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<b>Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 6-8</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<b>Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects</b>	
The Writing standards specific to the content areas begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
<b>Writing</b>	<b>WHST</b>
<b><i>Text Types and Purposes</i></b>	
<p>WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1d Establish and maintain a formal style.</p> <p>WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>SE/TE:</b> Writing Workshop: Persuasive Brochure, 240–243; Persuasive Essay, 471–473; also see: Persuasive writing assignments: opinions, 174, reader's concerns, 207, supporting reasons and examples, 379</p>

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<p style="text-align: center;"><b>Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 6-8</b></p>	<p style="text-align: center;"><b>Pearson Longman Keystone Book F, ©2013</b></p>
<p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST.6-8.2e Establish and maintain a formal style and objective tone.</p> <p>WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>SE/TE:</b> Writing Workshop: Expository Essay, 320–323, 400–403; Research Report, 482–487; Expository writing assignments: news article, 259, cause–and–effect, 271, problem–and–solution, 341, summary, 355, compare–and–contrast, 367</p>



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<p>WHST.6-8.3 (See note below; not applicable as a separate requirement) <b>Note:</b> Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p><b>SE/TE:</b> For related material see: Fictional Narrative, 158–161</p>
<b><i>Production and Distribution of Writing</i></b>	
<p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>SE/TE:</b> Writing Workshop: Fictional Narrative, 158–161; Persuasive Brochure, 240–243; Expository Essay, 320–323, 400–403; Research Report, 482–487</p>
<p>WHST.6-8.5 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.</p>	<p><b>SE/TE:</b> Writing Workshop: Fictional Narrative, 158–161; Persuasive Brochure, 240–243; Expository Essay, 320–323, 400–403; Research Report, 482–487</p>
<p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p><b>SE/TE:</b> Writing multimedia presentations, 313–315; Internet use, 27, 177, 205, 207, 257, 297, 339, 439, 453; Media Literacy and Projects, 75, 155, 237, 317, 397, 479; How to Use Technology in Writing, 554; also see: Publish, 81, 161, 243, 323, 403, 487</p>

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Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 6-8	Pearson Longman Keystone Book F, ©2013
<b><i>Research to Build and Present Knowledge</i></b>	
WHST.6-8.7 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.	<b>SE/TE:</b> Writing Workshop: Research Report, 482–487; Preparing an Oral Report, 475–477; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Research writing: introductory paragraph, 421, support for ideas with facts and details, 435, support for ideas with examples, 449, using quotations and citations, 461; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
WHST.6-8.8 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.	<b>SE/TE:</b> Research writing: narrowing a topic, 421, quotations and citations, 461, supporting main idea with examples and explanations, 449, 482–487, supporting main idea with facts and details, 435, 482–487; Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553; Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.	<b>SE/TE:</b> Writing Workshop: Expository Essay, 320–323, 400–403; Research Report, 482–487
<b><i>Range of Writing</i></b>	
WHST.6-8.10 Write routinely over extended time frames (time for 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.	<b>SE/TE:</b> Writing Workshop: Fictional Narrative, 158–161; Persuasive Brochure, 240–243; Expository Essay, 320–323, 400–403; Research Report, 482–487

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Common Core Standards for English Language Arts, Grades 9-10**

Common Core Standards for English Language Arts, Grades 9-10	Pearson Longman Keystone Book F, ©2013
<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 9-10</b>	
<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>Key Ideas and Details</b>	
<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>SE/TE:</b> Reading Strategies: make inferences, 127, analyze text structure, 183, analyze cultural context, 251; also see: Comprehension (fiction, poetry, drama), 14, 42–43, 108–109, 134–135, 192, 216, 256–257, 282–283, 352–353, 376–377, 432, 458; Critical thinking, 74, 154, 236, 316, 396, 478</p>
<p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>SE/TE:</b> The Big Question, 4, 30, 100, 124, 180, 208, 248, 272, 342, 368, 422, 450; Theme, 143; also see: Comprehension: Right There, 42, 134, 256, 282, 352</p>
<p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p><b>SE/TE:</b> Literary Words: character foil, 302; characterization, 125; climax, 273; conflict, 303, 343; plot, 125, 302; plot devices, 302; also see: Reader's Theater, 42, 134, 256, 282, 352; Dramatic reading, 14, 108, 192, 216, 376, 432, 458</p>

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<b>Craft and Structure</b>	
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<b>SE/TE:</b> Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452; Literary terms, 5, 31, 101, 125, 181, 209, 249, 273, 343, 369, 423, 451; Key words, 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437
RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<b>SE/TE:</b> Literary Words: conflict, 303, 343; plot, 125, 302; plot devices, 302; Reading Strategies: analyze text structure, 183; also see: Reader's Theater, 42, 134, 256, 282, 352
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<b>SE/TE:</b> Reading Strategies: analyze cultural context, 251; point of view, 101, 131, 301; also see: “Poogweese” 252–255; Extension: Compare Social and Cultural Views, 121, 339, 447
<b>Integration of Knowledge and Ideas</b>	
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	<b>SE/TE:</b> Work of Art: Girl with a Pearl Earring, 30; <i>Girl with a Pearl Earring</i> , 34–41; Reader’s Theater, 42
RL.9-10.8 (Not applicable to literature)	(Not applicable to literature)
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<b>SE/TE:</b> Literary Vocabulary: Allusion, 181; Build Background: <i>The Grapes of Wrath</i> , 342; Literary Check: Allusion, 351

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<b>Common Core Standards for English Language Arts, Grades 9-10</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<b>Range of Reading and Level of Text Complexity</b>	
<p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p><b>SE/TE:</b> Literary selections by genre: drama, 184–191; legend, 94–95; novel, 34–41, 276–281, 346–351, 372–373; personal narrative, 8–13, 212–215; play, 184–191, 224–228; poetry, 104–107, 148, 149, 374–375; Further Readings, 75, 155, 237, 317, 397, 479</p>

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Common Core Standards for English Language Arts, Grades 9-10	Pearson Longman Keystone Book F, ©2013
<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 9-10</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>Key Ideas and Details</b>	
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>SE/TE:</b> Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Understanding Procedural Texts, 62; Understanding Organizational Patterns in Texts, 63; Understanding Author’s Viewpoints, 64–65; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; Reading Strategy: make inferences, 127, draw conclusions, 345; Comprehension (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446; Critical thinking, 74, 154, 236, 316, 396, 478
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>SE/TE:</b> Reading Strategy: summarize, 169, identify main idea and details, 115, draw conclusions, 345; Text Analysis (Evidence and Fallacies): Evaluating Evidence, 464; In Your Own Words (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<b>SE/TE:</b> Text Analysis (Expository Text): Understanding Procedural Texts, 62; Understanding Organizational Patterns in Texts, 63; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; Reading Strategies (informational text): identify main idea and details, 115, identify cause and effect, 263, draw conclusions, 345; also see: Comprehension (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446

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<b>Common Core Standards for English Language Arts, Grades 9-10</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<b>Craft and Structure</b>	
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<b>SE/TE:</b> Key words, 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; also see: Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<b>SE/TE:</b> Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Understanding Procedural Texts, 62; Understanding Organizational Patterns in Texts, 63; Understanding Author’s Viewpoints, 64–65; Reading Strategies (informational text): identify main idea and details, 115, identify cause and effect, 263, analyze text structure, 183, analyze website structure, 439, compare and contrast, 289, distinguish fact from opinion, 199; also see: Text structures by genre: biography, 456–457; essay, 454–455; literary biography, 386–389; science text, 22–25, 50–53, 90–93, 200–203, 264–267, 290–294, 360–363; social studies text, 116–119, 170–175, 332–337, 412–417, 440–445, 466–467, 468–469; speech, 212–215, 426–431
RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<b>SE/TE:</b> Text Analysis (Expository Text): Understanding Author’s Viewpoints, 64–65; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; also see: Writing persuasive essays, 471–474; Writing persuasive speeches, 217; Writing a Persuasive Brochure, 240–243; Editorial, 179; Letter to the Editor, 219

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<b>Integration of Knowledge and Ideas</b>	
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	<b>SE/TE:</b> Extension (Similar Media), 27, 177, 269; Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Smithsonian American Art Museum: The Language of Art, 82–83, 162–163, 244–245, 324–325, 404–405, 488–489; Listening and Speaking Workshop: TV documentary, 318–319; TV news show, 398–399; team presentation, 76–77; also see: Reader’s Theater, 42, 134, 256, 282, 352; writing multimedia presentations, 313–315; Listening and Speaking: Dramatic reading, 14, 108, 192, 216, 376, 432, 458
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<b>SE/TE:</b> Reading Strategies (informational text): distinguish fact from opinion, 199; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; “I Have a Dream” 426–431; also see: “The Grapes of Wrath” 346–351; “The Civil Rights Movement” 412–417; “The Peace Corps: An American Ideal” 440–445; Social Studies text, 66–67, 68–70, 116–119, 170–175, 332–337
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	<b>SE/TE:</b> For related material see: “I Have a Dream” 426–431; also see: “The Grapes of Wrath” 346–351; “The Civil Rights Movement” 412–417; “The Peace Corps: An American Ideal” 440–445
<b>Range of Reading and Level of Text Complexity</b>	
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	<b>SE/TE:</b> Genre: biography, 456–457; essay, 454–455; literary biography, 386–389; science text, 22–25, 50–53, 90–93, 200–203, 264–267, 290–294, 360–363; social studies text, 66–67, 68–70, 116–119, 170–175, 332–337, 412–417, 440–445, 466–467, 468–469; speech, 212–215, 426–431; Further Readings, 75, 155, 237, 317, 397, 479



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<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. 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. 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 9-10</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>Text Types and Purposes</b>	
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	<b>SE/TE:</b> Persuasive Brochure: beginning paragraph states writer’s opinion, 240, organization, 241; Persuasive Essay: thesis statement, 471, 472, 473; also see: Persuasive writing assignments: opinions, 174, reader’s concerns, 207, supporting reasons and examples, 379
W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	<b>SE/TE:</b> Persuasive Brochure: supporting reasons and examples, 240, 241; Persuasive Essay: evidence, 471, 473; also see: Persuasive writing assignments: opinions, 174, reader’s concerns, 207
W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<b>SE/TE:</b> Persuasive Brochure: list and organize details, 240, organization and sentence flow, 241; Persuasive Essay: organization and sentence flow, 473; also see: Persuasive writing assignments: supporting reasons and examples, 379
W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<b>SE/TE:</b> Persuasive Brochure: voice and conventions, 241; Persuasive Essay: voice and conventions, 471; also see: Persuasive writing assignments: editorial, 179, review, 195, formal e–mail, 207, letter to the editor, 219

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W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.	<b>SE/TE:</b> Persuasive Brochure: beginning concluding paragraph restates writer's opinion, 240, model conclusions, 242, 243; Persuasive Essay: conclusion, 473
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<b>SE/TE:</b> Expository Essays (Writing Workshop): introductory paragraph presents main focus, 320, topic and purpose stated clearly, 321, 401; Analytical Essay: introduction, 309, list and organize details, 310, clear main idea, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<b>SE/TE:</b> Expository Essays (Writing Workshop): list and organize details, 320, 400, facts presented in order, 321, 401; Analytical Essay: body of the essay, 309, list and organize details, 310, well supported main idea, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<b>SE/TE:</b> Expository Essays (Writing Workshop): transition words, 321; Analytical Essay: flow of sentences, 311; also see: Expository writing assignments: logical sequence, 271, 285, problem-and-solution, 341, compare-and-contrast, 367, classifying, 299, 5Ws, 320-322
W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<b>SE/TE:</b> Expository Essays (Writing Workshop): word choice, 321, 401; Analytical Essay: word choice, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367

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W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<b>SE/TE:</b> Expository Essays (Writing Workshop): formal, correct names for things, 321, voice and conventions, 401; Analytical Essay: voice and conventions, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<b>SE/TE:</b> Expository Essays (Writing Workshop): conclusion restates main idea, 320, model conclusions, 322, 323, 402, 403; Analytical Essay: conclusion, 309
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.9-10.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): start with what you know, 158, plot and characters engaging, 159; also see: Narrative writing assignments: from different point of view, 99, personal narrative, 111, friendly letter, 123, story with a starter, 137
W.9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): dialogue, 158, events build to climax, 159; also see: Narrative writing assignments: point of view, 99, plot, 111, dialogue, 137
W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): use story chart, 158, organization, 159; also see: Narrative writing assignments: plot, 111 voice, 123
W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): setting, 158, dialogue suits characters, 159; also see: Narrative writing assignments: point of view, 99, voice, 123, character traits, 137

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W.9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): events build to climax, 158, 159; also see: Narrative writing assignments: plot, 111
<b>Production and Distribution of Writing</b>	
W.9-10.4 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> Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b>SE/TE:</b> Writing Workshop (prewrite, draft, revise, edit, publish): descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	<b>SE/TE:</b> Writing multimedia presentations, 313–315; Internet use, 27, 177, 205, 207, 257, 297, 339, 439, 453; Media Literacy and Projects, 75, 155, 237, 317, 397, 479; How to Use Technology in Writing, 554; also see: Publish, 81, 161, 243, 323, 403, 487

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<b>Research to Build and Present Knowledge</b>	
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>SE/TE:</b> Writing Workshop: Research Report, 482–487; Preparing an Oral Report, 475–477; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Research writing: introductory paragraph, 421, support for ideas with facts and details, 435, support for ideas with examples, 449, using quotations and citations, 461; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<b>SE/TE:</b> Research writing: narrowing a topic, 421, quotations and citations, 461, supporting main idea with examples and explanations, 449, 482–487, supporting main idea with facts and details, 435, 482–487; Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.9-10.9a Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	<b>SE/TE:</b> Writing an Interpretative Response, 392–395
W.9-10.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	<b>SE/TE:</b> Critique, 70–73, Writing an Interpretative Response, 392–395

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<b>Range of Writing</b>	
W.9-10.10 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 tasks, purposes, and audiences.	<b>SE/TE:</b> Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461
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 » 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. 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.	
<b>English Language Arts Standards » Speaking &amp; Listening » Grade 9-10</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>Comprehension and Collaboration</b>	
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	
SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	<b>SE/TE:</b> Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459; Link the Readings: Discussion, 74, 154, 236, 316, 396, 478; Listening and Speaking Workshop: team presentation, 76–77, TV news show, 398–399
SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	<b>SE/TE:</b> Listening and Speaking Workshop: team presentation, 76–77, TV news show, 398–399; also see: Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459

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<p>SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p><b>SE/TE:</b> Listening Skills &amp; Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, ask for clarification, 135, 269, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319</p>
<p>SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p><b>SE/TE:</b> Listening Skills &amp; Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, listen politely, 121, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319</p>
<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><b>SE/TE:</b> Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Writing multimedia presentations, 313–315; Listening and Speaking Workshop (evaluate): TV documentary, 318–319; TV news show, 398–399; Extension (Similar Media), 27, 177, 269; also see: Reader's Theater, 42, 134, 256, 282, 352</p>
<p>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>SE/TE:</b> Listening Skills &amp; Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, listen politely, 121, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319</p>

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<b>Presentation of Knowledge and Ideas</b>	
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<b>SE/TE:</b> Listening and Speaking Workshop: speech, 238–239; team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; oral report, 480–481; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>SE/TE:</b> Writing multimedia presentations, 313–315; Listening and Speaking Workshop: team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>SE/TE:</b> Listening and Speaking Workshop: skit, 156–157; speech, 238–239; team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; oral report, 480–481; also see: Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459



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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. 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. 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 9-10</b>	
<b>Conventions of Standard English</b>	
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.9-10.1a Use parallel structure.*	<b>SE/TE:</b> Parallel structure, 420
L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<b>SE/TE:</b> Expressions, <i>if</i> clauses, 122; Adverb clauses of time, 218; Dependent clauses, 270; Adjective clauses: review, 298, reduced to adjective phrases, 354, identifying and nonidentifying, 434
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	<b>SE/TE:</b> Handbook: Semicolons, 521
L.9-10.2b Use a colon to introduce a list or quotation.	<b>SE/TE:</b> Colons, 521
L.9-10.2c Spell correctly.	<b>SE/TE:</b> Word Study: Long vowels, 7; Pronouncing words spelled with <i>ea</i> , 425; Schwa, 49; Silent letters <i>gh</i> , 371; Sound /v/, 21; Sound /k/, Spelling the /ch/ sound, 453; Stress differences, 411; Suffix <i>-al</i> , 115; Suffixes <i>-ist</i> , <i>-or</i> , <i>-er</i> , 169; Suffix <i>-ous</i> , 275; Words with final e + suffix, 33; also see: Edit and Proofread, 80, 160, 242, 322, 402, 486

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<b>Knowledge of Language</b>	
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.	<b>SE/TE:</b> Research writing: quotations and citations, 461; Citing Sources, 554–555
<b>Vocabulary Acquisition and Use</b>	
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	
L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>SE/TE:</b> Literary terms (practice), 5, 31, 101, 125, 181, 209, 249, 273, 343, 369, 423, 451; Key words (practice), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; Academic Words (practice), 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452
L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	<b>SE/TE:</b> For related material see: Word Study: related words, 345
L.9-10.4c 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, its part of speech, or its etymology.	<b>SE/TE:</b> Key words (use dictionary), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; How to Use Reference Books, 496–497
L.9-10.4d 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).	<b>SE/TE:</b> Key words (use dictionary), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; How to Use Reference Books, 496–497

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L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<b>SE/TE:</b> Literary Words: personification, 5, 9, 142; figurative language, 31, 36, 128, 142; extended metaphor, 31, 142
L.9-10.5b Analyze nuances in the meaning of words with similar denotations.	<b>SE/TE:</b> For related material see: Word Study: related words, 345, homophones, 439; also see: Denotation, 39, 132, 141, 281, 350, 429
L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>SE/TE:</b> Academic Words (practice), Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452

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Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 9-10	Pearson Longman Keystone Book F, ©2013
<b>Reading Standards for Literacy in History/Social Studies</b>	
The Reading standards specific to the content areas begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
<b>Reading Informational Text</b> <span style="float: right;"><b>RH</b></span>	
<b>Key Ideas and Details</b>	
RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<b>SE/TE:</b> Before You Go On, 67, 68, 117, 119, 171, 173, 175, 333, 335, 337, 413, 417, 441, 443, 445, 46, 468; Comprehension, 120, 176, 338, 420, 446
RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<b>SE/TE:</b> Reading Strategy: Summarize, 169; Identify Main Idea and Details, 115; Monitor Comprehension, 115; Take Notes, 411; In Your Own Words, 120, 176, 338, 420, 446
RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	<b>SE/TE:</b> See the following reading strategies: Analyze Text Structure, 183; Understanding Organizational Patterns in Texts, 63; Identify Cause and Effect, 263; Recognize Sequence, 275; also see: Social Studies Text, 66–67, 68–70, 116–119, 170–175, 332–337, 412–417, 440–445, 466–467, 468–469
<b>Craft and Structure</b>	
RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	<b>SE/TE:</b> Key Words, 113, 167; also see: Academic words, 114, 168
RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>SE/TE:</b> Understanding Organizational Patterns in Text, 63; Identify Problems and Solutions, 331; also see: Analyze Website Structure, 439
RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	<b>SE/TE:</b> Author's Purpose, 60; Understanding Author's Viewpoint, 64–65; <i>Mere Ghosts of Their Former Selves</i> , 66–67; <i>Putting the Ghosts in Ghost Towns</i> , 68–69

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<b><i>Integration of Knowledge and Ideas</i></b>	
RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	<b>SE/TE:</b> Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Photos, 170, 171, 172, 175, 335, 412, 414; Timeline, 414–416; Map, 334, 442; Graph, 173; Smithsonian American Art Museum: The Language of Art, 82–83, 162–163, 244–245, 324–325, 404–405, 488–489
RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.	<b>SE/TE:</b> Text Analysis (Expository Text): Understanding Author’s Viewpoints, 64–65; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; Social Studies Texts, 466–467, 468–469
RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.	<b>SE/TE:</b> <i>The Great Migration</i> , 170–175; <i>A Raisin in the Sun</i> , 184–191; <i>Hard Times and Happy Days</i> , 332–336; <i>Happy Days Are Here Again</i> , 337; also see: Work of Art: Girl with a Pearl Earring, 30; <i>Girl with a Pearl Earring</i> , 34–41; Reader’s Theater, 42
<b><i>Range of Reading and Level of Text Complexity</i></b>	
RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	<b>SE/TE:</b> Further Readings, 75, 155, 237, 317, 397, 479; also see: Social Studies Text, 66–67, 68–70, 116–119, 170–175, 332–337, 412–417, 440–445, 466–467, 468–469

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Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 9-10	Pearson Longman Keystone Book F, ©2013
<b>Reading Standards for Literacy in Science and Technical Subjects</b>	
The Reading standards specific to the content areas begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
<b>Reading Informational Text</b> <span style="float: right;"><b>RST</b></span>	
<b>Key Ideas and Details</b>	
RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	<b>SE/TE:</b> Before You Go On, 23, 25, 51, 53, 91, 93, 201, 203, 265, 267, 291, 293, 295, 361363; Comprehension, 26, 54, 96, 205, 268, 296
RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	<b>SE/TE:</b> Reading Strategy: Summarize, 169; Identify Main Idea and Details, 115; Comprehension, 26, 54, 96, 205, 268, 296
RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	<b>SE/TE:</b> Understanding Procedural Texts, 62; also see: Extension, 55, 269, 296, 365; also see: Writing: Instructions, 285
<b>Craft and Structure</b>	
RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	<b>SE/TE:</b> Key Words, 19, 47, 87, 197, 261, 287, 357; Academic Words, 20, 48, 88, 198, 262, 288, 358
RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i> ).	<b>SE/TE:</b> Reading Strategy: Preview, 21; Skim, 49; Identify Cause and Effect, 263; Compare and Contrast, 289; Reading Skill, 23, 25
RST.9-10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	<b>SE/TE:</b> Identify Author’s Purpose, 60, 211; also see: Science Text: Prepare to Read, 18, 46, 86, 196, 260, 286, 356

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Science and Technology, Grades 9-10**

<b>Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 9-10</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<b><i>Integration of Knowledge and Ideas</i></b>	
RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	<b>SE/TE:</b> Reading Strategy: Skim, 49; Use Visuals, 89; Diagrams, 22, 23, 50, 51, 52, 53, 90, 91, 266; Photo, 291, 292, 293, 294, 295, 360, 361; Chart, 25, 92, 291; Table, 265; Map, 264; Extension: Make a Timeline, 55
RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	<b>SE/TE:</b> Reading Strategy: Distinguish Fact From Opinion, 199; also see: Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465
RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	<b>SE/TE:</b> Extension, 27, 269, 297; also see: Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553
<b><i>Range of Reading and Level of Text Complexity</i></b>	
RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	<b>SE/TE:</b> Further Readings, 75, 155, 237, 317, 397, 479; also see: Science Text, 22–25, 50–53, 90–93, 200–203, 264–267, 290–294, 360–363

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Science and Technology, Grades 9-10**

<p align="center"><b>Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 9-10</b></p>	<p align="center"><b>Pearson Longman Keystone Book F, ©2013</b></p>
<p><b>Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects</b></p>	
<p>The Writing standards specific to the content areas begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p>	
<p><b>Writing</b> <span style="float: right;"><b>WHST</b></span></p>	
<p><b><i>Text Types and Purposes</i></b></p>	
<p>WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p><b>SE/TE:</b> Writing Workshop: Persuasive Brochure, 240–243; Persuasive Essay, 471–473; also see: Persuasive writing assignments: opinions, 174, reader’s concerns, 207, supporting reasons and examples, 379</p>



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<p align="center"><b>Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 9-10</b></p>	<p align="center"><b>Pearson Longman Keystone Book F, ©2013</b></p>
<p>WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><b>SE/TE:</b> Writing Workshop: Expository Essay, 320–323, 400–403; Research Report, 482–487; Expository writing assignments: news article, 259, cause–and–effect, 271, problem–and–solution, 341, summary, 355, compare–and–contrast, 367</p>

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<b>Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 9-10</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<p>WHST.9-10.3 (See note below; not applicable as a separate requirement) <b>Note:</b> Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p><b>SE/TE:</b> For related material see: Fictional Narrative, 158–161</p>
<b><i>Production and Distribution of Writing</i></b>	
<p>WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>SE/TE:</b> Writing Workshop: Fictional Narrative, 158–161; Persuasive Brochure, 240–243; Expository Essay, 320–323, 400–403; Research Report, 482–487</p>
<p>WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>SE/TE:</b> Writing Workshop: Fictional Narrative, 158–161; Persuasive Brochure, 240–243; Expository Essay, 320–323, 400–403; Research Report, 482–487</p>
<p>WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>SE/TE:</b> Writing multimedia presentations, 313–315; Internet use, 27, 177, 205, 207, 257, 297, 339, 439, 453; Media Literacy and Projects, 75, 155, 237, 317, 397, 479; How to Use Technology in Writing, 554; also see: Publish, 81, 161, 243, 323, 403, 487</p>

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<b>Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 9-10</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<b><i>Research to Build and Present Knowledge</i></b>	
WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>SE/TE:</b> Writing Workshop: Research Report, 482–487; Preparing an Oral Report, 475–477; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Research writing: introductory paragraph, 421, support for ideas with facts and details, 435, support for ideas with examples, 449, using quotations and citations, 461; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<b>SE/TE:</b> Research writing: narrowing a topic, 421, quotations and citations, 461, supporting main idea with examples and explanations, 449, 482–487, supporting main idea with facts and details, 435, 482–487; Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553; Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.	<b>SE/TE:</b> Writing Workshop: Expository Essay, 320–323, 400–403; Research Report, 482–487
<b><i>Range of Writing</i></b>	
WHST.9-10.10 Write routinely over extended time frames (time for 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.	<b>SE/TE:</b> Writing Workshop: Fictional Narrative, 158–161; Persuasive Brochure, 240–243; Expository Essay, 320–323, 400–403; Research Report, 482–487

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Common Core Standards for English Language Arts, Grades 11–12**

Common Core Standards for English Language Arts, Grades 11–12	Pearson Longman Keystone Book F, ©2013
<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 11–12</b>	
<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>Key Ideas and Details</b>	
<p>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b>SE/TE:</b> Reading Strategies: make inferences, 127, analyze text structure, 183, analyze cultural context, 251; also see: Comprehension: Think and Search &amp; Author and You (fiction, poetry, drama), 14, 42–43, 108–109, 134–135, 192, 216, 256–257, 282–283, 352–353, 376–377, 432, 458; Critical thinking, 74, 154, 236, 316, 396, 478</p>
<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p><b>SE/TE:</b> The Big Question, 4, 30, 100, 124, 180, 208, 248, 272, 342, 368, 422, 450; Theme, 143; also see: Comprehension: Right There, 42, 134, 256, 282, 352</p>
<p>RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p><b>SE/TE:</b> Literary Words: character foil, 302; characterization, 125; climax, 273; conflict, 303, 343; plot, 125, 302; plot devices, 302; also see: Reader's Theater, 42, 134, 256, 282, 352; Dramatic reading, 14, 108, 192, 216, 376, 432, 458</p>

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<b>Common Core Standards for English Language Arts, Grades 11–12</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<b>Craft and Structure</b>	
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	<b>SE/TE:</b> Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452; Literary terms, 5, 31, 101, 125, 181, 209, 249, 273, 343, 369, 423, 451; Key words, 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437
RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<b>SE/TE:</b> Literary Words: conflict, 303, 343; plot, 125, 302; plot devices, 302; Reading Strategies: analyze text structure, 183; also see: Reader's Theater, 42, 134, 256, 282, 352
RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<b>SE/TE:</b> Reading Strategies: analyze cultural context, 251; point of view, 101, 131, 301; also see: “Poogweese” 252–255
<b>Integration of Knowledge and Ideas</b>	
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	<b>SE/TE:</b> Reader's Theater, 42, 134, 256, 282, 352; Dramatic reading, 14, 108, 192, 216, 376, 432, 458; Listening and Speaking: skit, 156–157 <b>TE Only:</b> Listen and Read, 8–13, 34–41, 104–107, 128–133, 184–191, 212–215, 252–255, 276–281, 346–351, 372–375, 426–431, 454–457
RL.11-12.8 (Not applicable to literature)	(Not applicable to literature)
RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<b>SE/TE:</b> Reading Strategies: analyze cultural context, 251; point of view, 101, 131, 301; also see: “Poogweese” 252–255; “The Grapes of Wrath” 346–351; also see: “I Have a Dream” 426–431

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<b>Common Core Standards for English Language Arts, Grades 11–12</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<b>Range of Reading and Level of Text Complexity</b>	
<p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p><b>SE/TE:</b> Literary selections by genre: drama, 184–191; legend, 94–95; novel, 34–41, 276–281, 346–351, 372–373; personal narrative, 8–13, 212–215; play, 184–191, 224–228; poetry, 104–107, 148, 149, 374–375; Further Readings, 75, 155, 237, 317, 397, 479</p>
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	
<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 11–12</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>Key Ideas and Details</b>	
<p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b>SE/TE:</b> Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Understanding Procedural Texts, 62; Understanding Organizational Patterns in Texts, 63; Understanding Author’s Viewpoints, 64–65; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; Reading Strategy: make inferences, 127, draw conclusions, 345; Comprehension (informational text): Think and Search, 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446; Critical thinking, 74, 154, 236, 316, 396, 478</p>
<p>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>SE/TE:</b> Reading Strategy: summarize, 169, identify main idea and details, 115, draw conclusions, 345; Text Analysis (Evidence and Fallacies): Evaluating Evidence, 464; In Your Own Words (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446</p>

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<b>Common Core Standards for English Language Arts, Grades 11–12</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<b>SE/TE:</b> Text Analysis (Expository Text): Understanding Procedural Texts, 62; Understanding Organizational Patterns in Texts, 63; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; Reading Strategies (informational text): identify main idea and details, 115, identify cause and effect, 263, draw conclusions, 345; also see: Comprehension (informational text), 26, 54, 96, 120, 176, 204, 268, 296, 338, 364, 418, 446
<b>Craft and Structure</b>	
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<b>SE/TE:</b> Key words, 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; also see: Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	<b>SE/TE:</b> Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Understanding Procedural Texts, 62; Understanding Organizational Patterns in Texts, 63; Understanding Author’s Viewpoints, 64–65; Reading Strategies (informational text): identify main idea and details, 115, identify cause and effect, 263, analyze text structure, 183, analyze website structure, 439, compare and contrast, 289, distinguish fact from opinion, 199; also see: Text structures by genre: biography, 456–457; essay, 454–455; literary biography, 386–389; science text, 22–25, 50–53, 90–93, 200–203, 264–267, 290–294, 360–363; social studies text, 116–119, 170–175, 332–337, 412–417, 440–445, 466–467, 468–469; speech, 212–215, 426–431

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RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	<b>SE/TE:</b> Text Analysis (Expository Text): Understanding Author’s Viewpoints, 64–65; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; also see: Writing persuasive essays, 471–474; Writing persuasive speeches, 217; Writing a Persuasive Brochure, 240–243; Editorial, 179; Letter to the Editor, 219
<b>Integration of Knowledge and Ideas</b>	
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<b>SE/TE:</b> Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Smithsonian American Art Museum: The Language of Art, 82–83, 162–163, 244–245, 324–325, 404–405, 488–489; Listening and Speaking Workshop: TV documentary, 318–319; TV news show, 398–399; team presentation, 76–77; also see: Reader’s Theater, 42, 134, 256, 282, 352; writing multimedia presentations, 313–315; Listening and Speaking: Dramatic reading, 14, 108, 192, 216, 376, 432, 458
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	<b>SE/TE:</b> Reading Strategies (informational text): distinguish fact from opinion, 199; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; “I Have a Dream” 426–431; also see: “The Grapes of Wrath” 346–351; “The Civil Rights Movement” 412–417; “The Peace Corps: An American Ideal” 440–445; Social Studies text, 66–67, 68–70, 116–119, 170–175, 332–337
RI.11-12.9 Analyze seventeenth–, eighteenth–, and nineteenth–century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	<b>SE/TE:</b> For related material see: “I Have a Dream” 426–431; also see: “The Grapes of Wrath” 346–351; “The Civil Rights Movement” 412–417; “The Peace Corps: An American Ideal” 440–445; Social Studies text, 66–67, 68–70, 116–119, 170–175, 332–337



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<b>Common Core Standards for English Language Arts, Grades 11–12</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<b>Range of Reading and Level of Text Complexity</b>	
<p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p><b>SE/TE:</b> Genre: biography, 456–457; essay, 454–455; literary biography, 386–389; science text, 22–25, 50–53, 90–93, 200–203, 264–267, 290–294, 360–363; social studies text, 66–67, 68–70, 116–119, 170–175, 332–337, 412–417, 440–445, 466–467, 468–469; speech, 212–215, 426–431; Further Readings, 75, 155, 237, 317, 397, 479</p>

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Common Core Standards for English Language Arts, Grades 11–12	Pearson Longman Keystone Book F, ©2013
<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. 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. 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 11–12</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>Text Types and Purposes</b>	
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	<b>SE/TE:</b> Persuasive Brochure: beginning paragraph states writer’s opinion, 240, organization, 241; Persuasive Essay: thesis statement, 471, 472, 473; also see: Persuasive writing assignments: opinions, 174, reader’s concerns, 207, supporting reasons and examples, 379
W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.	<b>SE/TE:</b> Persuasive Brochure: supporting reasons and examples, 240, 241; Persuasive Essay: evidence, 471, 473; also see: Persuasive writing assignments: opinions, 174, reader’s concerns, 207
W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<b>SE/TE:</b> Persuasive Brochure: list and organize details, 240, organization and sentence flow, 241; Persuasive Essay: organization and sentence flow, 473; also see: Persuasive writing assignments: supporting reasons and examples, 379

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W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<b>SE/TE:</b> Persuasive Brochure: voice and conventions, 241; Persuasive Essay: voice and conventions, 471; also see: Persuasive writing assignments: editorial, 179, review, 195, formal e-mail, 207, letter to the editor, 219
W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.	<b>SE/TE:</b> Persuasive Brochure: beginning concluding paragraph restates writer's opinion, 240, model conclusions, 242, 243; Persuasive Essay: conclusion, 473
W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<b>SE/TE:</b> Expository Essays (Writing Workshop): introductory paragraph presents main focus, 320, topic and purpose stated clearly, 321, 401; Analytical Essay: introduction, 309, list and organize details, 310, clear main idea, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<b>SE/TE:</b> Expository Essays (Writing Workshop): list and organize details, 320, 400, facts presented in order, 321, 401; Analytical Essay: body of the essay, 309, list and organize details, 310, well supported main idea, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<b>SE/TE:</b> Expository Essays (Writing Workshop): transition words, 321; Analytical Essay: flow of sentences, 311; also see: Expository writing assignments: logical sequence, 271, 285, problem-and-solution, 341, compare-and-contrast, 367, classifying, 299, 5Ws, 320–322

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W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	<b>SE/TE:</b> Expository Essays (Writing Workshop): word choice, 321, 401; Analytical Essay: word choice, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<b>SE/TE:</b> Expository Essays (Writing Workshop): formal, correct names for things, 321, voice and conventions, 401; Analytical Essay: voice and conventions, 311; also see: Expository writing assignments: news article, 259, cause-and-effect, 271, instructions, 285, classification, 299, problem-and-solution, 341, summary, 355, compare-and-contrast, 367
W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<b>SE/TE:</b> Expository Essays (Writing Workshop): conclusion restates main idea, 320, model conclusions, 322, 323, 402, 403; Analytical Essay: conclusion, 309
W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): start with what you know, 158, plot and characters engaging, 159; also see: Narrative writing assignments: from different point of view, 99, personal narrative, 111, friendly letter, 123, story with a starter, 137
W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): dialogue, 158, events build to climax, 159; also see: Narrative writing assignments: point of view, 99, plot, 111, dialogue, 137

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W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	<b>SE/TE:</b> Fictional Narrative (Writing workshop): use story chart, 158, organization, 159; also see: Narrative writing assignments: plot, 111 voice, 123
W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): setting, 158, dialogue suits characters, 159; also see: Narrative writing assignments: point of view, 99, voice, 123, character traits, 137
W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<b>SE/TE:</b> Fictional Narrative (Writing workshop): events build to climax, 158, 159; also see: Narrative writing assignments: plot, 111
<b>Production and Distribution of Writing</b>	
W.11-12.4 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> Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b>SE/TE:</b> Writing Workshop (prewrite, draft, revise, edit, publish): descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461

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W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<b>SE/TE:</b> Writing multimedia presentations, 313–315; Internet use, 27, 177, 205, 207, 257, 297, 339, 439, 453; Media Literacy and Projects, 75, 155, 237, 317, 397, 479; How to Use Technology in Writing, 554; also see: Publish, 81, 161, 243, 323, 403, 487
<b>Research to Build and Present Knowledge</b>	
W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>SE/TE:</b> Writing Workshop: Research Report, 482–487; Preparing an Oral Report, 475–477; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Research writing: introductory paragraph, 421, support for ideas with facts and details, 435, support for ideas with examples, 449, using quotations and citations, 461
W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<b>SE/TE:</b> Research writing: narrowing a topic, 421, quotations and citations, 461, supporting main idea with examples and explanations, 449, 482–487, supporting main idea with facts and details, 435, 482–487; Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553

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W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.11-12.9a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	<b>SE/TE:</b> Writing an Interpretative Response, 392–395
W.11-12.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	<b>SE/TE:</b> Critique, 70–73, Writing an Interpretative Response, 392–395
<b>Range of Writing</b>	
W.11-12.10 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 tasks, purposes	<b>SE/TE:</b> Writing Workshop: descriptive essay, 78–81; expository essay, 320–323, expository essay, 400–403; fictional narrative, 158–161; persuasive brochure, 240–243; research report, 482–487; also see: Writing assignments, 16, 29, 45, 57, 99, 111, 123, 137, 179, 195, 207, 219, 259, 271, 285, 299, 341, 355, 367, 379, 421, 435, 449, 461

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<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. 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.	
<b>English Language Arts Standards » Speaking &amp; Listening » Grade 11–12</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>Comprehension and Collaboration</b>	
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	
SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	<b>SE/TE:</b> Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459; Link the Readings: Discussion, 74, 154, 236, 316, 396, 478; Listening and Speaking Workshop: team presentation, 76–77, TV news show, 398–399
SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	<b>SE/TE:</b> Listening and Speaking Workshop: team presentation, 76–77, TV news show, 398–399; also see: Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459
SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	<b>SE/TE:</b> Listening Skills & Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, ask for clarification, 135, 269, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319
SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	<b>SE/TE:</b> Listening Skills & Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, listen politely, 121, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319



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SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<b>SE/TE:</b> Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Writing multimedia presentations, 313–315; Listening and Speaking Workshop (evaluate): TV documentary, 318–319; TV news show, 398–399; also see: Reader’s Theater, 42, 134, 256, 282, 352
SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<b>SE/TE:</b> Listening Skills & Tips: give each speaker a chance to talk, 55, listen carefully to team members, 77, 97, listen politely, 121, summarize ideas in your mind, 177, listen for implicit ideas, 193, listen for supporting details, 217, listen for reasons, 239, take notes, 297, listen for answers, 319
<b>Presentation of Knowledge and Ideas</b>	
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	<b>SE/TE:</b> Listening and Speaking Workshop: speech, 238–239; team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; oral report, 480–481; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>SE/TE:</b> Writing multimedia presentations, 313–315; Listening and Speaking Workshop: team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<b>SE/TE:</b> Listening and Speaking Workshop: skit, 156–157; speech, 238–239; team presentation, 76–77; TV documentary, 318–319; TV news show, 398–399; oral report, 480–481; also see: Discussion, 15, 27, 43, 55, 97, 109, 121, 135, 177, 193, 205, 217, 257, 269, 283, 297, 339, 353, 365, 377, 419, 433, 447, 459

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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 » 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. 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. 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 11–12</b>	
<b>Conventions of Standard English</b>	
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<b>SE/TE:</b> For related material see: Grammar, Usage, and Mechanics, 16, 28, 44, 56, 98, 110, 122, 136, 178, 194, 206, 218, 258, 270, 284, 298, 340, 354, 366, 378, 420, 434, 448, 460; Grammar Handbook, 502–522
L.11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	<b>SE/TE:</b> How to Use Reference Books (dictionary and thesaurus), 496–497; also see: Key words (use dictionary), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.11-12.2a Observe hyphenation conventions.	<b>SE/TE:</b> For related material see: Grammar Handbook: Mechanics, 512–519
L.11-12.2b Spell correctly.	<b>SE/TE:</b> Word Study: Long vowels, 7; Pronouncing words spelled with <i>ea</i> , 425; Schwa, 49; Silent letters <i>gh</i> , 371; Sound /v/, 21; Sound /k/, Spelling the /ch/ sound, 453; Stress differences, 411; Suffix <i>-al</i> , 115; Suffixes <i>-ist</i> , <i>-or</i> , <i>-er</i> , 169; Suffix <i>-ous</i> , 275; Words with final e + suffix, 33; also see: Edit and Proofread, 80, 160, 242, 322, 402, 486

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<b>Knowledge of Language</b>	
L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<b>SE/TE:</b> For related material see: Writing Workshop: Sentence Fluency, 79, 159, 241, 321, 401, 483; Grammar Handbook, 502–522
L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	
L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>SE/TE:</b> Literary terms (practice), 5, 31, 101, 125, 181, 209, 249, 273, 343, 369, 423, 451; Key words (practice), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; Academic Words (practice), 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452
L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	<b>SE/TE:</b> For related material see: Word Study: related words, 345
L.11-12.4c 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, its part of speech, its etymology, or its standard usage.	<b>SE/TE:</b> Key words (use dictionary), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; How to Use Reference Books, 496–497
L.11-12.4d 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).	<b>SE/TE:</b> Key words (use dictionary), 19, 47, 87, 113, 167, 197, 261, 287, 329, 357, 409, 437; How to Use Reference Books, 496–497

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L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<b>SE/TE:</b> Literary Words: personification, 5, 9, 142; figurative language, 31, 36, 128, 142; extended metaphor, 31, 142
L.11-12.5b Analyze nuances in the meaning of words with similar denotations.	<b>SE/TE:</b> For related material see: Word Study: related words, 345, homophones, 439; also see: Denotation, 39, 132, 141, 281, 350, 429
L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>SE/TE:</b> Academic Words (practice), Academic words, 6, 20, 32, 48, 88, 102, 114, 126, 162, 168, 182, 198, 210, 250, 262, 274, 288, 322, 330, 344, 358, 370, 410, 424, 452

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<b>Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 11-12</b>	<b>Pearson Longman Keystone Book F, ©2013</b>
<b>Reading Standards for Literacy in History/Social Studies</b>	
The Reading standards specific to the content areas begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
<b>Reading Informational Text</b> <span style="float: right;"><b>RH</b></span>	
<b>Key Ideas and Details</b>	
RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	<b>SE/TE:</b> Before You Go On, 67, 68, 117, 119, 171, 173, 175, 333, 335, 337, 413, 417, 441, 443, 445, 46, 468; Comprehension, 120, 176, 338, 420, 446
RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	<b>SE/TE:</b> Reading Strategy: Summarize, 169; Identify Main Idea and Details, 115; Monitor Comprehension, 115; Take Notes, 411; In Your Own Words, 120, 176, 338, 420, 446
RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	<b>SE/TE:</b> See the following reading strategies: Analyze Text Structure, 183; Understanding Organizational Patterns in Texts, 63; Identify Cause and Effect, 263; Recognize Sequence, 275; also see: Social Studies Text, 66–67, 68–70, 116–119, 170–175, 332–337, 412–417, 440–445, 466–467, 468–469

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<b><i>Craft and Structure</i></b>	
RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	<b>SE/TE:</b> Key Words, 113, 167; also see: Academic words, 114, 168
RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	<b>SE/TE:</b> Understanding Organizational Patterns in Text, 63; Identify Problems and Solutions, 331; also see: Analyze Website Structure, 439
RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	<b>SE/TE:</b> Author's Purpose, 60; Understanding Author's Viewpoint, 64–65; <i>Mere Ghosts of Their Former Selves</i> , 66–67; <i>Putting the Ghosts in Ghost Towns</i> , 68–69
<b><i>Integration of Knowledge and Ideas</i></b>	
RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	<b>SE/TE:</b> Text Analysis (Expository Text): Evaluating Graphics in Text, 61; Photos, 170, 171, 172, 175, 335, 412, 414; Timeline, 414–416; Map, 334, 442; Graph, 173; Smithsonian American Art Museum: The Language of Art, 82–83, 162–163, 244–245, 324–325, 404–405, 488–489
RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	<b>SE/TE:</b> Text Analysis (Expository Text): Understanding Author's Viewpoints, 64–65; Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; Social Studies Texts, 466–467, 468–469
RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	<b>SE/TE:</b> <i>The Great Migration</i> , 170–175; <i>A Raisin in the Sun</i> , 184–191; <i>Hard Times and Happy Days</i> , 332–336; <i>Happy Days Are Here Again</i> , 337; also see: Work of Art: Girl with a Pearl Earring, 30; <i>Girl with a Pearl Earring</i> , 34–41; Reader's Theater, 42; also see: Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553

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Science and Technology, Grades 11-12**

<p style="text-align: center;"><b>Common Core Standards for Literacy in History/Social Studies, Science and Technology, Grades 11-12</b></p>	<p style="text-align: center;"><b>Pearson Longman Keystone Book F, ©2013</b></p>
<p><b><i>Range of Reading and Level of Text Complexity</i></b></p>	
<p>RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p>	<p><b>SE/TE:</b> Further Readings, 75, 155, 237, 317, 397, 479; also see: Social Studies Text, 66–67, 68–70, 116–119, 170–175, 332–337, 412–417, 440–445, 466–467, 468–469</p>

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<b>Reading Standards for Literacy in Science and Technical Subjects</b>	
The Reading standards specific to the content areas begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
<b>Reading Informational Text</b>	<b>RST</b>
<b>Key Ideas and Details</b>	
RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	<b>SE/TE:</b> Before You Go On, 23, 25, 51, 53, 91, 93, 201, 203, 265, 267, 291, 293, 295, 361363; Comprehension, 26, 54, 96, 205, 268, 296
RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	<b>SE/TE:</b> Reading Strategy: Summarize, 169; Identify Main Idea and Details, 115; Comprehension, 26, 54, 96, 205, 268, 296
RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	<b>SE/TE:</b> Understanding Procedural Texts, 62; also see: Extension, 55, 269, 296, 365; also see: Writing: Instructions, 285
<b>Craft and Structure</b>	
RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .	<b>SE/TE:</b> Key Words, 19, 47, 87, 197, 261, 287, 357; Academic Words, 20, 48, 88, 198, 262, 288, 358
RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	<b>SE/TE:</b> Reading Strategy: Preview, 21; Skim, 49; Identify Cause and Effect, 263; Compare and Contrast, 289; Reading Skill, 23, 25
RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	<b>SE/TE:</b> Identify Author’s Purpose, 60, 211; also see: Science Text: Prepare to Read, 18, 46, 86, 196, 260, 286, 356



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<b><i>Integration of Knowledge and Ideas</i></b>	
RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	<b>SE/TE:</b> Reading Strategy: Skim, 49; Use Visuals, 89; Diagrams, 22, 23, 50, 51, 52, 53, 90, 91, 266; Photo, 291, 292, 293, 294, 295, 360, 361; Chart, 25, 92, 291; Table, 265; Map, 264; Extension: Make a Timeline, 55
RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	<b>SE/TE:</b> Reading Strategy: Distinguish Fact From Opinion, 199; also see: Text Analysis (Evidence and Fallacies): Types of Evidence, 463; Evaluating Evidence, 464; Identifying Fallacies, 465; Science Text, 22–25, 50–53, 90–93, 200–203, 264–267, 290–294, 360–363
RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	<b>SE/TE:</b> Extension, 27, 269, 297; also see: Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553
<b><i>Range of Reading and Level of Text Complexity</i></b>	
RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	<b>SE/TE:</b> Further Readings, 75, 155, 237, 317, 397, 479; also see: Science Text, 22–25, 50–53, 90–93, 200–203, 264–267, 290–294, 360–363

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<b>Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects</b>	
The Writing standards specific to the content areas begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
<b>Writing</b>	<b>WHST</b>
<b>Text Types and Purposes</b>	
<p>WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p><b>SE/TE:</b> Writing Workshop: Persuasive Brochure, 240–243; Persuasive Essay, 471–473; also see: Persuasive writing assignments: opinions, 174, reader’s concerns, 207, supporting reasons and examples, 379</p>

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<p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p style="padding-left: 2em;">WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p style="padding-left: 2em;">WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p style="padding-left: 2em;">WHST.11-12.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p style="padding-left: 2em;">WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p style="padding-left: 2em;">WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p><b>SE/TE:</b> Writing Workshop: Expository Essay, 320–323, 400–403; Research Report, 482–487; Expository writing assignments: news article, 259, cause–and–effect, 271, problem–and–solution, 341, summary, 355, compare–and–contrast, 367</p>

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<p>WHST.11-12.3 (See note below; not applicable as a separate requirement) <b>Note:</b> Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p><b>SE/TE:</b> For related material see: Fictional Narrative, 158–161</p>
<b><i>Production and Distribution of Writing</i></b>	
<p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>SE/TE:</b> Writing Workshop: Fictional Narrative, 158–161; Persuasive Brochure, 240–243; Expository Essay, 320–323, 400–403; Research Report, 482–487</p>
<p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>SE/TE:</b> Writing Workshop: Fictional Narrative, 158–161; Persuasive Brochure, 240–243; Expository Essay, 320–323, 400–403; Research Report, 482–487</p>
<p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><b>SE/TE:</b> Writing multimedia presentations, 313–315; Internet use, 27, 177, 205, 207, 257, 297, 339, 439, 453; Media Literacy and Projects, 75, 155, 237, 317, 397, 479; How to Use Technology in Writing, 554; also see: Publish, 81, 161, 243, 323, 403, 487</p>

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<b><i>Research to Build and Present Knowledge</i></b>	
WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>SE/TE:</b> Writing Workshop: Research Report, 482–487; Preparing an Oral Report, 475–477; also see: Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Research writing: introductory paragraph, 421, support for ideas with facts and details, 435, support for ideas with examples, 449, using quotations and citations, 461; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<b>SE/TE:</b> Research writing: narrowing a topic, 421, quotations and citations, 461, supporting main idea with examples and explanations, 449, 482–487, supporting main idea with facts and details, 435, 482–487; Conducting Research, 546; Citing Sources, 548–549; How to Use the Internet for Research, 551; How to Evaluate the Quality of Information, 552–553; Media Literacy and Projects, 75, 155, 237, 317, 397, 479; Extension (Research Activities), 27, 55, 97, 121, 177, 205, 269, 297, 339, 419
WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	<b>SE/TE:</b> Writing Workshop: Expository Essay, 320–323, 400–403; Research Report, 482–487
<b><i>Range of Writing</i></b>	
WHST.11-12.10 Write routinely over extended time frames (time for 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.	<b>SE/TE:</b> Writing Workshop: Fictional Narrative, 158–161; Persuasive Brochure, 240–243; Expository Essay, 320–323, 400–403; Research Report, 482–487