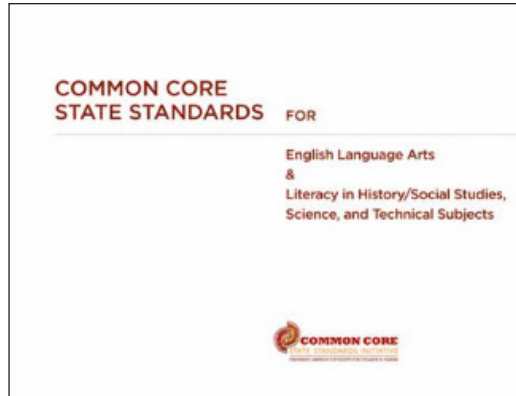


Common Core State Standards and Prentice Hall Literature

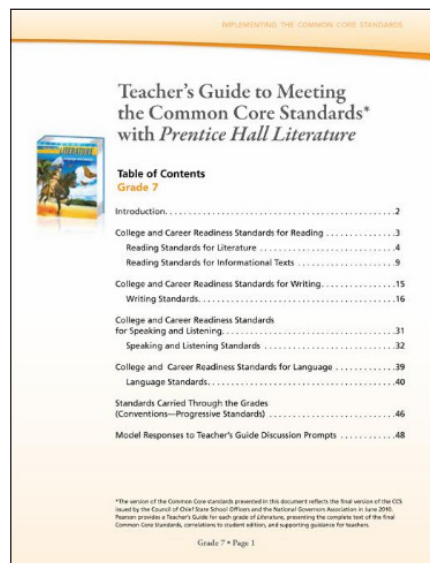
Introduction

This guide discusses how to use Prentice Hall Literature © 2010 to address the Common Core State Standards (CCSS) for English Language Arts (ELA).



It provides a brief review of the CCSS for ELA in Grades 6–12. It also discusses ways to use Prentice Hall Literature to help students meet the standards.

Note that in this guide, the Teacher’s Guide to Meeting the Common Core Standards with Prentice Hall Literature will often be referred to as simply the *Correlations Guide*. The Correlations Guide provides overview information and mini-lessons that help teachers tailor instruction to reinforce the standards.



Finally, this guide looks at two additional resources, the Common Core State Standards Overview and Implementation Guide, as well as the Common Core Companion Student Workbook.

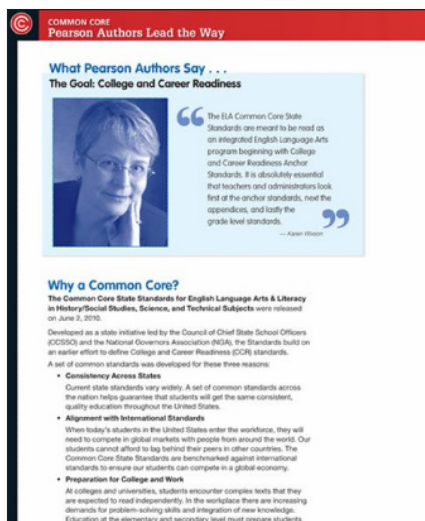


CCSS Overview First, learn a bit about the CCSS. These standards were designed to ensure that all students have the skills and knowledge they need to succeed in college and work. This guide focuses on the CCSS for ELA for Grades 6–12.

Common Core divides the CCSS for ELA into four strands: Reading, Writing, Speaking and Listening, and Language. Within each strand are grade-specific standards. These standards define what students should understand and be able to do as they develop skills for college and career readiness.

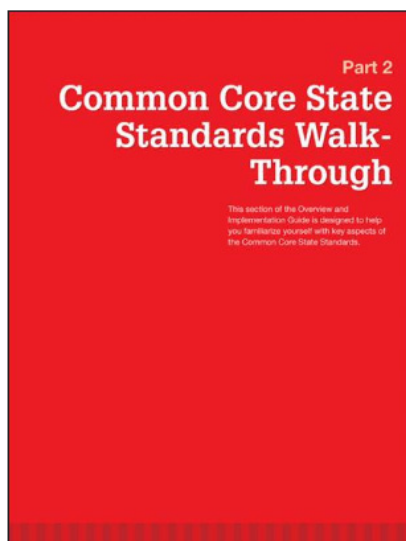
Grade 6 students:	
Key Ideas and Details	
1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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.
Craft and Structure	
4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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.
6.	Explain how an author develops the point of view of the narrator or speaker in a text.

This guide takes a look at each strand and explores how teachers can use Prentice Hall Literature to meet grade-specific requirements. Use the Common Core State Standards Overview and Implementation Guide for guidance. This resource provides background information about the CCSS as well as suggestions for how teachers can use their Prentice Hall Literature materials to reinforce the standards.



This tutorial guide uses Grade 7 materials as examples, but most of the information can be appropriate to any grade level.

It uses the Common Core State Standards Walk-Through found in the Overview and Implementation Guide as a starting point.



Reading Standards

Start by reviewing the Reading Standards. For Grades 6–12, Common Core divides reading standards between Literature and Informational Text.

The grade-level standards lead from comprehension to an appreciation of craft and are followed by synthesis of ideas.

Each reading standard falls under one of the following four categories:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

The Common Core State Standards Walk-Through in the Overview and Implementation Guide includes general suggestions about how teachers can use Prentice Hall Literature lessons and activities to address each standard.

For more detailed recommendations, look to the Correlations Guide. Next to each standard, there is a detailed overview of how teachers can use specific activities to support the standard in their classrooms. For reference, this overview includes page numbers, so that teachers can easily locate lessons or activities in their Teacher’s Editions.

Common Core Standards	Meeting the Common Core Standards with Prentice Hall Literature: Correlations with Teacher’s Notes
<p>Key Ideas and Details</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Reading Skill, pp. 305, 601, 647, 831</p> <p>To cover the standard, introduce literal comprehension and inferential reading skills using the Reading Skill instruction on the pages cited. As students apply literal comprehension skills such as paraphrasing (p. 647) and summarizing (p. 831) to the lesson selections, direct them to support their analysis of what the text says explicitly with several pieces of textual evidence. Similarly, as students apply inferential skills such as drawing inferences (p. 305) and drawing conclusions (p. 601), ensure that they cite several pieces of textual evidence in support of their inferences and conclusions. Reinforce the skills and assess mastery by having students complete the After You Read questions for each selection.</p>
<p>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.</p>	<p>Literary Analysis, p. 337</p> <p>To address the standard, use the Literary Analysis instruction on page 337 to introduce the concept of theme. Then, have students read or review “Ribbons” (pp. 346–358) and write an objective summary of it, so the story is clear in their minds. Call their attention to the theme of family bonds in the story, and ask students to cite the details the author uses to develop the theme over the course of the text.</p> <p>To reinforce the standard, teach the development of a theme in <i>The Monsters Are Due On Maple Street</i> (pp. 834–850). First, have students summarize the text. Then, link the Literary Analysis instruction about characters’ motives on page 831 to the concept of theme by explaining that key details such as the motives of characters give insight into the theme, or central idea, of a text. As students read the text and analyze characters’ motives, lead them to draw provisional conclusions about a central idea of the play: the danger of “mob mentality” and the dignity of individual conscience. Use these prompts to guide discussion:</p> <ol style="list-style-type: none"> 1. Compare key details of Don’s and Steve’s reactions when Goodman’s car starts. What do their motives suggest about the theme of the play? 2. Describe Steve’s reaction when the crowd questions his activities. What does this detail suggest about the theme of the play? 3. As the author develops his central idea, what connections does he establish between “mob mentality” and individual conscience in the play?
<p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Literary Analysis, pp. 217, 248, 737; Comparing Literary Works, p. 866</p> <p>To cover the standard, use the Literary Analysis or Comparing Dramatic Speeches instruction on the pages cited to introduce the concepts of plot (p. 217), characters’ motives and traits (p. 248), and dialogue (pp. 737 and 866). Reinforce the following ideas in the instruction: lines of dialogue and incidents in a story may reveal aspects of character or provoke characters to make decisions; they may also move the story forward. For instance, when teaching <i>A Christmas Carol</i>, <i>Scrooge and Marley</i> (pp. 738–807), you might provide this example: In the play, Scrooge’s visit by three spirits. The incident with the lost quilt provokes Scrooge to make a decision to change his life. Have students apply the skill, analyzing the function of particular lines of dialogue and specific incidents, as they read and discuss the lesson selections. Reinforce the skills and assess mastery by having students complete the After You Read questions for each selection.</p>

Writing Standards

Next, take a look at the writing standards. The CCSS for ELA focus on three types of writing: arguments, informative/explanatory texts, and narratives.

Each writing standard falls under one of the following four categories:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

Notice that many of the writing standards are further broken down into substandards.

Look at the Correlations Guide for an example of how teachers can use their Prentice Hall Literature materials to address Standard 1. This standard states that students should be able to, “Write arguments to support claims with clear reasons and relevant evidence.”

To satisfy this standard, teachers may begin by having students complete the Persuasive Essay Writing Workshop. Then, refer to the additional activity recommendations in order to address each substandard. For example, to provide additional support and reinforcement for Standard 1a, they could assign the letter to the editor Writing activity. Also be sure to review the suggestions for enriching this activity. For instance, teachers may want to direct their students to acknowledge opposing points of view.

Speaking and Listening Standards

The Speaking and Listening standards emphasize student accountability in listening and speaking activities. Each standard falls under either Comprehension and Collaboration or Presentation of Knowledge and Ideas.

Once again, refer to the Overview and Implementation Guide, as well as the Correlations Guide, for specific suggestions on how to use Prentice Hall Literature to address each standard in the classroom. For example, teachers could use one of the Listening and Speaking activities to meet Standard 1, which addresses students' ability to engage effectively in a range of collaborative discussions.

Listening and Speaking

With a partner, hold a **discussion** about the underlying message of the story you read. If you read "All Summer in a Day," discuss a lesson the selection taught you about treating others. If you read "Suzy and Leah," discuss how reading the story affected your understanding of the Holocaust.

Follow these steps to complete the assignment:

- Before your discussion, **identify points that support your position.**
- **Listen carefully** to your partner's points.
- **Ask questions** about the points your partner makes to **clarify** his or her position. Look for evidence to support these ideas.
- **Write down key points** that you and your partner make.
- **Identify the strongest points, and share them with the class.**
- As a group, **identify two lessons** readers might learn from the story you read.

Language Standards

Language is the last ELA strand. Language standards fall into one of three categories: Conventions of Standard English, Knowledge of Language, or Vocabulary Acquisition and Use.

Within the Correlations Guide, there are helpful suggestions for how teachers can use features such as the Vocabulary and Communications workshops and resources, such as the Grammar, Usage, and Mechanics Handbook, to support these standards.

Common Core Companion Student Workbook

For additional support in implementation of the Common Core Standards, look to the Common Core Companion Student Workbook. This resource provides in-depth instruction and application opportunities for all of the CCSS.

Within the Overview and Implementation Guide, teachers will find an annotated version of the Skills Navigator Overview for their grade levels. This overview includes specific suggestions for how they can use the Common Core Companion Student Workbook with their Prentice Hall Literature 2010 materials.

Notice that this Skills Navigator Overview is almost identical to the one found in the Teacher’s Edition. The only change is the addition of the annotations, which are presented in red.

COMMON CORE Skills Navigator Overview			Practice Hall Literature, Language and Literacy			
			Writing Workshop	Vocabulary Workshop	Communication Workshop	Skills Navigator Overview
1. Fiction and Nonfiction	Richard Peck, pp. 4–21	Test Practice: Unit 1 Review, pp. 193–195	Atlas/Public Document Locate Information pp. 72–73 CCSS: Informational 5, 9 Application/Contrast Analyze Structure and Purpose, pp. 154–158 CCSS: Informational 5, 6	Descriptive Essay, pp. 59–67 CCSS: Writing 4, 5 Work in Progress, pp. 171–183 Application/Contrast Analyze Structure and Purpose, pp. 154–158 CCSS: Informational 5, 9 Work in Progress, pp. 171, 181	Using a Dictionary and Thesaurus, pp. 180–187 CCSS: Language 4, 5	Defining a Narrative Presentation, p. 188 CCSS: Writing 3, CCSS: Speaking and Listening 3
2. Short Stories	Walter Dean Myers, pp. 202–215	Test Practice: Unit 3 Review, pp. 393–403	Magazine Article/Encyclopedic Entry/Informational Text Structure and Purpose, p. 207 CCSS: Informational 2, 4, 6, 9 Application/Contrast Analyze Structure and Purpose, pp. 154–158 CCSS: Informational 5, 6, 7	Review of a Short Story, pp. 202–207 CCSS: Writing 4, 5 Short Story, pp. 205–207 CCSS: Writing 4, 5 Work in Progress, pp. 233, 261	Word Origins, pp. 284–295 CCSS: Language 4	Defining an Oral Summary, p. 298 CCSS: Speaking and Listening 3
3. Types of Nonfiction	Richard Milderberg, pp. 408–419	Test Practice: Unit 3 Review, pp. 393–403	Textbook Article/Web Page Analyze Author’s Argument, p. 402 CCSS: Informational 5, 6, 9 Application/Contrast Analyze Structure and Purpose, p. 207 CCSS: Informational 2, 4, 6, 9	How to Essay, pp. 424–433 CCSS: Writing 4, 5 Work in Progress, pp. 438, 453 Comparison and Contrast Essay, pp. 148–155 CCSS: Writing 2, CCSS: Language 1, 2 Work in Progress, pp. 593, 527	Words with Multiple Meanings, pp. 180–200 CCSS: Language 4	Evaluating a Persuasive Presentation, p. 290 CCSS: Speaking and Listening 1, 2, 3
4. Poetry	Pat Mora, pp. 372–381	Test Practice: Unit 4 Review, pp. 712–717	Technical Directions/ Product Warrants/ Follow Technical Directions, p. 622 CCSS: Informational 4, 5 Magazine Article/Encyclopedic Entry/Informational Text Structure and Purpose, p. 207 CCSS: Informational 2, 4, 6, 9	Problem and Solution Essay, pp. 443–445 CCSS: Writing 3, 4, 5, CCSS: Language 1, 2 Work in Progress, pp. 593, 515 Persuasive Essay, pp. 192–215 CCSS: Writing 4, 5, CCSS: Language 3 Work in Progress, pp. 593, 535	Connotation and Denotation, pp. 216–219 CCSS: Language 4, CCSS: Informational 4, CCSS: Language 3	Evaluating Media Messages and Advertisements, p. 712 CCSS: Speaking and Listening 3, 3
5. Drama	Laurence Yep, pp. 728–735	Test Practice: Unit 3 Review, pp. 393–403	Review/Rally Interview Identify the Author’s Perspective, p. 418 CCSS: Informational 4, 5, 7, 8 Identify Identify Bias and Stereotyping, p. 392 CCSS: Informational 5, 2, 3, 9	Multiple Report, pp. 1024–1029 CCSS: Writing 4 Work in Progress, pp. 171, 489 Cause-and-Effect Essay, pp. 478–485 CCSS: Writing 4, CCSS: Language 2 Work in Progress, p. 819	Etymology and Foreign Words, pp. 186–200 CCSS: Language 4	Conducting an Interview, p. 892 CCSS: Speaking and Listening 1
6. Themes in the Oral Tradition	Jim Neelands, pp. 902–911	Test Practice: Unit 4 Review, pp. 712–717	Textbook Article/ Questions and Answer/ Analyze Cause-and-Effect Organization, p. 207 CCSS: Informational 4, 5, 8 Review/ Analyze Point of View, p. 1029 CCSS: Informational 5, 6, 8, 9	Business Letter, pp. 907–907 CCSS: Writing 4, 5, CCSS: Language 2 Work in Progress, pp. 1022–1049 Research Report, pp. 1022–1049 CCSS: Writing 4, 5, CCSS: Language 1 Work in Progress, pp. 1005, 1025	Figurative Language, pp. 1010–1013 CCSS: Language 4, CCSS: Informational 4, CCSS: Language 4, 5	Research Presentation, p. 1014 CCSS: Writing 3, CCSS: Speaking and Listening 3

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The Common Core Companion provides instruction and practice for all of the Common Core State Standards. Annotations in red indicate teaching suggestions for using the Common Core Companion with your current anthology.

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Practice Hall Literature Skills Navigator 71

Take a look at an example from Grade 7, Unit 1. This unit includes a lesson on using text features to locate specific types of information within informational text. Notice that there are two related activity suggestions from the Common Core Companion. The first activity, Analyzing Text Structure, supports the Grade 7 informational text Standard 5.

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Informational Text 5

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.

Explanation

The pattern of sentences, paragraphs, and chapters forms the structure of an informational text. By analyzing this structure, you can determine if the ideas flow logically and if the text achieves its purpose. To get an overview of how an informational text is structured and how the parts fit into the whole, look at the **text features**, which include titles, **subheadings**, lists, sublists, and **graphic aids**.

To organize information or to highlight important ideas in a text, authors sometimes use **boldface** type, bullets, or boxes. Titles and subheadings point out the main topic of a text before the body text, and lists and sublists give more information on topics. If authors want to represent information visually, they may use a chart or another **graphic aid**.

Examples

- The title of an encyclopedia entry, “Indian Grey Mongoose,” indicates its general topic. The entry contains a map that shows where the mongoose lives and a chart with basic facts about the animal’s size, diet, and lifespan. Subheadings such as Habitat, Behavior, and Feeding Habits break up the text into smaller sections that provide specific details about the mongoose. For example, the Behavior section explains when the mongoose sleeps, when it is active, how it moves, and how it finds and kills its prey. Each section develops the topic and contributes to the whole.
- A handbook on venomous snakes contains two major sections. The first is a guide to recognizing venomous snakes. It includes graphic aids such as photographs and anatomical drawings, as well as text. Each type of snake is discussed in a separate paragraph, which opens with the name of the snake in boldface letters. The second major section of the handbook explains how to treat a snakebite. The text in the second section is a list of bulleted points.

Academic Vocabulary

graphic aids maps, photographs, graphs, and other visual elements that give additional information about a topic
subheading a heading, often boldfaced, that signals the beginning of a new topic within a text
text features design elements that organize information in a text and highlight key ideas

Apply the Standard

Use the worksheet that follows to help you apply the standard as you read. Several copies have been provided for you to use with different informational texts.

- Analyzing Text Structure

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This standard states that students should be able to, “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.” The corresponding Common Core Companion pages include an explanation of the standard, examples that illustrate this standard, related academic vocabulary, and an activity that supports students in applying the standard as they read.

One other useful annotation in the Skills Navigator Overview is the “Exemplar Text” label. This label identifies selections that appear on the exemplar list of the Common Core Framework.



Review

This guide discussed how to use Prentice Hall Literature 2010 to address the CCSS for ELA.

For more information, please watch the other Prentice Hall Literature tutorials on this Web site.