



**The American Journey: Early Years**  
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**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-8**

**English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

● **KEY IDEAS AND DETAILS**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Student Edition:**

*Reading Guide: Reading Strategy* 6, 10, 16, 28, 34, 42, 48, 58, 64, 72, 76, 88, 98, 104, 108, 122, 126, 132, 138, 152, 160, 168, 174, 186, 194, 204, 214, 252, 260, 264, 276, 280, 286, 294, 304, 312, 320, 336, 342, 348, 358, 366, 372, 378, 388, 394, 400, 406, 418, 424, 434, 448, 452, 456, 462, 474, 480, 490, 497, 498, 506, 518, 522, 528, 534

*Chapter Assessment: Review the Essential Questions* 24, 54, 84, 114, 144, 182, 212, 272, 300, 328, 352, 354, 384, 414, 440, 470, 514, 544

*Chapter Assessment: Document-Based Questions* 25, 55, 85, 115, 145, 183, 213, 273, 301, 329, 353, 355, 385, 415, 441, 471, 515, 545

*Reading History: Reading Skill, Making Inferences* 332-333

*Skills Handbook: Critical Thinking Skills, Drawing Inferences and Conclusions* 583

**Teacher Wraparound Edition:**

**HOCP** 14, 435; **MI** 23, 353, 373, 391, 413; **CT Draw Conclusions** 62, 66, 67, 103, 110, 192, 227, 234, 253, 261, 306, 318, 324, 349, 374, 392, 494, 504, 526, 531; **CT Inferences** 65, 77, 147, 148, 153, 191, 193, 215, 219, 225, 244, 259, 266, 311, 318, 325, 343, 362, 368, 390, 408, 422, 429, 437, 488, 519, 536, 547, 553; **RS** 123, 279, 332, 412, 438, 476, 479, 486, 543; **C** 137, 165, 178; **DC** 179; **ATC** 239, 554; **MA** 334, 416, 516

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-8**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Student Edition:**

*Reading History: Reading Skill, Identifying the Main Idea 2-3*

*Linking Past to Present 30-31, 154-155, 206-207, 314-315, 408-409, 494-495*

*America's Literature 70-71, 130-131, 310-311, 404-405, 488-489*

*Section Review: Summarizing 75, 103, 112, 142, 178, 257, 285, 293, 298, 309, 341, 363, 393, 487, 497*

*Reading Check: Summarizing 155, 223, 270, 285, 290, 293, 321, 486, 487, 509, 537*

*Section Review: Identifying Central Issues 210, 279*

*Reading History: Reading Skill, Identifying the Summarizing Information 246-247*

*Critical Thinking: Summarizing 351*

*Document-Based Questions Summarizing 365*

*Critical Thinking: Identifying Central Issues 519*

**Teacher Wraparound Edition:**

**CT Central Issues 17, 35, 79, 95, 124, 165, 171, 200, 228, 236, 254, 265, 313, 347, 408, 478, 502, 504, 535, 557, 566; MA 26, 184, 302; TC 140; A/C 149; DI 316; HOCP 524; RS 564**

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Student Edition:**

*People in History 39, 80, 81, 102, 136, 164, 197, 267, 284, 322, 323, 346, 375, 392, 427, 437, 508, 509, 530*

*National Geographic: The Columbian Exchange 50-51*

*Review the Essential Questions 54*

*Reading History: Reading Skill, Identifying Cause and Effect 444-445*

**Teacher Wraparound Edition:**

**AIC 20, 324; ACTL 39; ACP 79, 292; ATC 188, 239; DI 340; HOCP 458**

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-8**

● **CRAFT AND STRUCTURE**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Student Edition:**

*Academic Vocabulary Preview* 3, 119, 249, 333, 445

*Reading Guide: Content Vocabulary* 6, 10, 16, 28, 34, 42, 48, 58, 64, 72, 76, 88, 98, 104, 108, 122, 126, 132, 138, 152, 160, 168, 174, 186, 194, 204, 214, 252, 260, 264, 276, 280, 286, 294, 304, 312, 320, 336, 342, 348, 358, 366, 372, 378, 388, 394, 400, 406, 418, 424, 434, 448, 452, 456, 462, 474, 480, 490, 497, 498, 506, 518, 522, 528, 534

*Reading Guide: Academic Vocabulary* 6, 10, 16, 28, 34, 42, 48, 58, 64, 72, 76, 88, 98, 104, 108, 122, 126, 132, 138, 152, 160, 168, 174, 186, 194, 204, 214, 252, 260, 264, 276, 280, 286, 294, 304, 312, 320, 336, 342, 348, 358, 366, 372, 378, 388, 394, 400, 406, 418, 424, 434, 448, 452, 456, 462, 474, 480, 490, 497, 498, 506, 518, 522, 528, 534

*Section Review Vocabulary* 9, 15, 22, 33, 41, 47, 52, 61, 69, 75, 82, 95, 103, 107, 112, 125, 129, 137, 142, 159, 165, 173, 178, 193, 201, 210, 223, 257, 263, 270, 279, 285, 293, 298, 309, 317, 326, 341, 347, 363, 371, 377, 382, 393, 399, 403, 412, 421, 431, 438, 451, 455, 461, 466, 479, 487, 505, 512, 521, 527, 531, 540

**Teacher Wraparound Edition:**

**RS** 22, 39, 156, 158, 181, 227, 239, 241, 242, 270, 319, 351, 368, 377, 396, 425, 502, 519, 530, 535, 558; **DI** 30, 59, 99, 129, 136, 172, 190, 207, 338, 359, 482, 511, 548, 550, 568; **SP** 263

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Student Edition:**

*Reading Guide: Reading Strategy* 6, 10, 16, 28, 34, 42, 48, 58, 64, 72, 76, 88, 98, 104, 108, 122, 126, 132, 138, 152, 160, 168, 174, 186, 194, 204, 214, 252, 260, 264, 276, 280, 286, 294, 304, 312, 320, 336, 342, 348, 358, 366, 372, 378, 388, 394, 400, 406, 418, 424, 434, 448, 452, 456, 462, 474, 480, 490, 497, 498, 506, 518, 522, 528, 534

**Teacher Wraparound Edition:**

**Foldables** 5, 27, 57, 87, 121, 151, 185, 251, 275, 303, 335, 357, 387, 417, 447, 473, 517; **RS** 233, 310; **CT** 505

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-8**

6. Assess how point of view or purpose shapes the content and style of a text.

**Student Edition:**

*You Decide* 68, 140, 202, 266, 364, 468, 502

**Teacher Wraparound Edition:**

**IPV** 23; **AMC** 99; **HOCP** 123, 139, 158, 197, 449; **DI** 124, 195, 290; **ATC** 239, 296, 554; **ADI** 153; **ACL** 429

● **INTEGRATION OF KNOWLEDGE AND IDEAS**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**Student Edition:**

*Linking Past to Present* 30-31, 154-155, 206-207, 314-315, 408-409, 494-495

*National Geographic Geography & History* 62-63, 180-181, 258-259, 432-433, 542-543

*Economics & History* 91, 192, 256, 289, 402, 477

*Primary Source: The African Slave Trade* 92-93

*Time Notebook* 96-97, 166-167, 318-319, 422-423, 532-533

**Teacher Wraparound Edition:**

**DI** 21, 74, 290, 454; **ATC** 93, 552; **ACPP** 111

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Student Edition:**

*You Decide* 68, 140, 202, 266, 364, 468, 502

**Teacher Wraparound Edition:**

**RS** 59; **DI** 124, 195, 209, 290, 491; **HOCP** 127, 133, 449; **TC** 140; **AIC** 163; **ATC** 296, 552, 554; **CT** 404, 505

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Student Edition:**

*You Decide* 68, 140, 202, 266, 364, 468, 502

*Reading History: Reading Skill, Comparing and Contrasting* 444-445

**Teacher Wraparound Edition:**

**ACPP** 19, 565; **RS** 59, 267; **AMC** 99; **TC** 140; **DI** 195, 209; **ADI** 291; **ATC** 296, 554; **ACL** 460

● **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Student Edition:**

*America's Literature* 70-71, 130-131, 310-311, 404-405, 488-489

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-8**

*Documents of American History* 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619

**Teacher Wraparound Edition:**

**AIC** 20, 163, 324; **ACL** 38, 468, 486; **AR** 70, 130, 310, 404, 488; **IC** 135; **DI** 195, 209, 343, 491, 535; **ATC** 296, 554; **AIC** 549, 557, 559

**English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

● **TEXT TYPES AND PURPOSES**

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**Student Edition:**

*Section Review: Persuasive Writing* 15, 33, 41, 52, 75, 103, 125, 159, 193, 210, 263, 317, 326, 347, 371, 403, 412, 421, 455, 461, 497, 521, 527

*Chapter Assessment: Persuasive Writing* 115, 213, 273, 301

*Section Review: Descriptive Writing* 783

**Teacher Wraparound Edition:**

**PW** 3; **WS** 80, 90, 107, 124, 148, 157, 189, 196, 210, 231, 235, 237, 243, 255, 278, 283, 289, 314, 345, 375, 397, 403, 428, 436, 453, 463, 468, 475, 487, 496, 527, 538, 550, 552, 560; **HOCP** 133, 161, 492, 508

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Student Edition:**

*Section Review: Expository Writing* 9, 47, 95, 142, 178, 201, 223, 257, 270, 293, 298, 393, 438, 487, 505, 531, 573

*Chapter Assessment: Expository Writing* 25, 55, 85, 145, 183, 329, 355, 385, 415, 471, 515, 545

*Section Review: Descriptive Writing* 61, 512

**Teacher Wraparound Edition:**

**WS** 12, 18, 40, 50, 73, 94, 100, 102, 109, 141, 167, 177, 203, 208, 217, 231, 284, 297, 306, 322, 340, 368, 396, 426, 450, 501, 520, 529, 540, 553, 562, 565, 572; **ACL** 566

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-8**

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Student Edition:**

*Section Review: Narrative Writing* 309

*Section Review: Descriptive Writing* 22, 82, 466, 479, 540

**Teacher Wraparound Edition:**

**WS** 8, 37, 60, 66, 78, 134, 154, 159, 163, 172, 192, 197, 206, 220, 256, 262, 269, 309, 317, 338, 362, 390, 411, 435, 460, 478, 503, 509, 512, 521, 526, 533, 546, 558, 570; **NW** 143, 333; **HOCP** 171; **ACL** 546

● **PRODUCTION AND DISTRIBUTION OF WRITING**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Student Edition:**

*Section Review: Writing* 9, 15, 22, 33, 41, 47, 52, 61, 69, 75, 82, 95, 103, 107, 112, 125, 129, 137, 142, 159, 165, 173, 178, 193, 201, 210, 223, 257, 263, 270, 279, 285, 293, 298, 309, 317, 326, 341, 347, 363, 371, 377, 382, 393, 399, 403, 412, 421, 431, 438, 451, 455, 461, 466, 479, 487, 505, 512, 521, 527, 531, 540

*Document-Based Questions: Writing* 25, 55, 85, 115, 145, 183, 213, 273, 301, 329, 353, 355, 385, 415, 441, 471, 515, 545

*Social Studies Skills: Writing a Paragraph* 584

*Social Studies Skills: Writing a Case Study* 595

**Teacher Wraparound Edition:**

**DI** 164; **HOCP** 360, 370, 373, 380, 383, 478

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Student Edition:**

*Section Review: Writing* 9, 15, 22, 33, 41, 47, 52, 61, 69, 75, 82, 95, 103, 107, 112, 125, 129, 137, 142, 159, 165, 173, 178, 193, 201, 210, 223, 257, 263, 270, 279, 285, 293, 298, 309, 317, 326, 341, 347, 363, 371, 377, 382, 393, 399, 403, 412, 421, 431, 438, 451, 455, 461, 466, 479, 487, 505, 512, 521, 527, 531, 540, 573

**Teacher Wraparound Edition:**

**DI** 164; **HOCP** 360, 370, 373, 380, 383, 478, 482

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-8**

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Student Edition:**

*Social Studies Skills: Researching on the Internet*  
593

**Teacher Wraparound Edition:**

**ACPP** 79; **HOCP** 94, 100, 106, 110, 113, 277, 282, 360, 370, 373, 380, 383, 390, 398, 402, 408, 413, 435, 482, 500, 513, 520, 524, 530, 539, 541; **ATC** 147, 188, 225, 307, 552, 554; **DI** 221, 367; **ACL** 258, 429, 523

● **RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Student Edition:**

*Social Studies Skills: Researching on the Internet*  
593

**Teacher Wraparound Edition:**

**DI** 7, 367, 630; **ACPP** 19, 111; **AIC** 20; **HOCP** 30, 277, 315, 419, 520; **ATC** 188, 199, 225, 282; **WS** 217, 529, 562, 563; **ACL** 258, 429, 523, 566; **TC** 271

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Student Edition:**

*Social Studies Skills: Researching on the Internet*  
593

**Teacher Wraparound Edition:**

**DI** 7, 367; **ACPP** 19, 79, 111; **AIC** 20, 65; **HOCP** 30, 277, 282, 315, 520; **RS** 59; **ATC** 147, 148, 188, 199, 225; **ACL** 169, 258, 429, 523, 550, 566; **WS** 217, 529; **SP** 228; **TC** 271

● **9. DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.**

●

**Student Edition:**

*Chapter Assessment: Review the Essential Questions* 24, 54, 84, 114, 144, 182, 212, 272, 300, 328, 352, 354, 384, 414, 440, 470, 514, 544, 580, 608, 634, 670, 700, 736, 768, 800, 834, 870, 900, 932, 934, 966, 1010

*Chapter Assessment: Document-Based Questions*  
25, 55, 85, 115, 145, 183, 213, 273, 301, 329, 353, 355, 385, 415, 441, 471, 515, 545

**Teacher Wraparound Edition:**

**DI** 7, 367; **ACPP** 19, 79, 111; **HOCP** 30, 277, 282, 315, 520, 523; **RS** 59; **AMC** 99; **ATC** 147, 148, 188, 199; **ACL** 169, 258, 550; **SP** 228; **TC** 271; **IC** 427; **WS** 529



**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-8**

● **RANGE OF WRITING**

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.

**Student Edition:**

*Section Review: Writing* 9, 15, 22, 33, 41, 47, 52, 61, 69, 75, 82, 95, 103, 107, 112, 125, 129, 137, 142, 159, 165, 173, 178, 193, 201, 210, 223, 257, 263, 270, 279, 285, 293, 298, 309, 317, 326, 341, 347, 363, 371, 377, 382, 393, 399, 403, 412, 421, 431, 438, 451, 455, 461, 466, 479, 487, 505, 512, 521, 527, 531, 540

*Document-Based Questions: Writing* 25, 55, 85, 115, 145, 183, 213, 273, 301, 329, 353, 355, 385, 415, 441, 471, 515, 545

**Teacher Wraparound Edition:**

**HOCP** 8, 14, 18, 23, 32, 36, 45, 49, 53, 59, 67, 73, 80, 83, 94, 100, 106, 113, 123, 127, 133, 139, 143, 158, 171, 176, 179, 189, 197, 206, 211, 253, 262, 265, 271, 277, 282, 288, 295, 299, 308, 315, 323, 327, 338, 345, 351, 353, 360, 370, 373, 380, 383, 390, 398, 402, 413, 419, 428, 435, 439, 453, 458, 465, 467, 478, 482, 492, 500, 508, 513, 520, 524, 530, 539, 541

**English Language Arts Standards » History/Social Studies » Grades 6-8**

● **KEY IDEAS AND DETAILS**

1. Cite specific textual evidence to support analysis of primary and secondary sources.

**Student Edition:**

*Chapter Assessment: Review the Essential Questions* 24, 54, 84, 114, 144, 182, 212, 272, 300, 328, 352, 354, 384, 414, 440, 470, 514, 544

*Chapter Assessment: Document-Based Questions* 25, 55, 85, 115, 145, 183, 213, 273, 301, 329, 353, 355, 385, 415, 441, 471, 515, 545

*America's Literature* 70-71, 130-131, 310-311, 404-405, 488-489

*Primary Sources: Interpreting Political Cartoons* 106, 145, 172, 208, 265, 28, 273, 290, 349, 350, 380, 398, 420, 464, 470, 496, 515

*Social Studies Skills: Analyzing Primary and Secondary Sources* 591

*Documents of American History* 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619



**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-8**

	<p><b><u>Teacher Wraparound Edition:</u></b>  <b>RS</b> 59, 79, 110, 134, 267, 391; <b>SP</b> 66, 231; <b>TC</b> 140; <b>CT</b> 133, 149, 210, 292, 419, 428, 469, 505; <b>SP</b> 231; <b>ATC</b> 554</p>
<p>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.</p>	<p><b>Student Edition:</b>  <i>Reading History: Reading Skill, Identifying the Main Idea 2-3</i></p> <p><i>America’s Literature</i> 70-71, 130-131, 310-311, 404-405, 488-489</p> <p><i>Section Review: Summarizing</i> 75, 103, 112, 142, 178, 257, 285, 293, 298, 309, 341, 363, 393, 487, 497</p> <p><i>Section Review: Identifying Central Issues</i> 210, 279</p> <p><i>Critical Thinking: Summarizing</i> 351</p> <p><i>Document-Based Questions Summarizing</i> 365</p> <p><i>Critical Thinking: Identifying Central Issues</i> 519</p> <p><i>Social Studies Skills: Summarizing Information</i> 586; <i>Analyzing Primary and Secondary Sources</i> 591</p> <p><b><u>Teacher Wraparound Edition:</u></b>  <b>RS</b> 79, 110, 134, 267, 391; <b>CT</b> 133, 210, 292, 419, 428, 469, 505, 511, 555; <b>TC</b> 140; <b>SP</b> 231; <b>ATC</b> 554</p>
<p>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).</p>	<p><b>Student Edition:</b>  <i>How a Bill Becomes a Law: Chart Skills</i> 220</p> <p><b><u>Teacher Wraparound Edition:</u></b>  <b>AIC</b> 65; <b>WS</b> 220; <b>DI</b> 68, 526; <b>AEC</b> 240</p>
<p>● <b>CRAFT AND STRUCTURE</b></p>	
<p>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.</p>	<p><b>Student Edition:</b>  <i>Academic Vocabulary Preview</i> 3, 119, 249, 333, 445</p> <p><i>Reading Guide: Content Vocabulary</i> 6, 10, 16, 28, 34, 42, 48, 58, 64, 72, 76, 88, 98, 104, 108, 122, 126, 132, 138, 152, 160, 168, 174, 186, 194, 204, 214, 252, 260, 264, 276, 280, 286, 294, 304, 312, 320, 336, 342, 348, 358, 366, 372, 378, 388, 394, 400, 406, 418, 424, 434, 448, 452, 456, 462, 474, 480, 490, 497, 498, 506, 518, 522, 528, 534</p>

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-8**

	<p><i>Reading Guide: Academic Vocabulary</i> 6, 10, 16, 28, 34, 42, 48, 58, 64, 72, 76, 88, 98, 104, 108, 122, 126, 132, 138, 152, 160, 168, 174, 186, 194, 204, 214, 252, 260, 264, 276, 280, 286, 294, 304, 312, 320, 336, 342, 348, 358, 366, 372, 378, 388, 394, 400, 406, 418, 424, 434, 448, 452, 456, 462, 474, 480, 490, 497, 498, 506, 518, 522, 528, 534</p> <p><i>Section Review Vocabulary</i> 9, 15, 22, 33, 41, 47, 52, 61, 69, 75, 82, 95, 103, 107, 112, 125, 129, 137, 142, 159, 165, 173, 178, 193, 201, 210, 223, 257, 263, 270, 279, 285, 293, 298, 309, 317, 326, 341, 347, 363, 371, 377, 382, 393, 399, 403, 412, 421, 431, 438, 451, 455, 461, 466, 479, 487, 505, 512, 521, 527, 531, 540</p> <p><b><u>Teacher Wraparound Edition:</u></b> <b>RS</b> 22, 39, 156, 158, 181, 227, 239, 241, 242, 270, 319, 351, 368, 377, 396, 425, 502, 519, 530, 535, 558; <b>DI</b> 30, 59, 99, 129, 136, 172, 190, 207, 338, 359, 482, 511, 548, 550, 568; <b>SP</b> 263</p>
<p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p><b>Student Edition:</b> <i>Reading History: Reading Skill, Identifying Cause and Effect</i> 444-445</p> <p><i>Critical Thinking Skills: Understanding Cause and Effect</i> 577; <i>Classifying and Categorizing</i> 578; <i>Making Comparisons</i> 579</p> <p><b><u>Teacher Wraparound Edition:</u></b> <b>TLA</b> 5; <b>DI</b> 7, 29, 105, 134, 340, 477, 526; <b>SP</b> 269</p>
<p>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).</p>	<p><b>Student Edition:</b> <i>You Decide</i> 68, 140, 202, 266, 364, 468, 502</p> <p><i>Primary Sources: Interpreting Political Cartoons</i> 106, 145, 172, 208, 265, 28, 273, 290, 349, 350, 380, 398, 420, 464, 470, 496, 515</p> <p><b><u>Teacher Wraparound Edition:</u></b> <b>RS</b> 59, 110; <b>SP</b> 66; <b>HOCP</b> 139, 158, 453; <b>TC</b> 140; <b>ACPP</b> 155; <b>DI</b> 491; <b>CT</b> 505; <b>ATC</b> 554</p>

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-8**

**● INTEGRATION OF KNOWLEDGE AND IDEAS**

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Student Edition:**

*Geography Skills Handbook: Graphs, Charts, and Diagrams* Ref 29

*Linking Past to Present* 30-31, 154-155, 206-207, 314-315, 408-409, 494-495

*National Geographic Geography & History* 62-63, 180-181, 258-259, 432-433, 542-543

*Economics & History* 91, 192, 256, 289, 402, 477

*Time Notebook* 96-97, 166-167, 318-319, 422-423, 532-533

**Teacher Wraparound Edition:**

**AUGCD** Ref 29; **HOCP** 8, 14, 18, 23, 253, 262, 265, 271, 360, 370, 373, 380, 383, 478, 482, 492, 500, 508, 513; **DI** 21, 35, 68, 110, 266; **ACCP** 111; **AWIM** 222; **SP** 558

8. Distinguish among fact, opinion, and reasoned judgment in a text.

**Student Edition:**

*You Decide* 68, 140, 202, 266, 364, 468, 502

*Social Studies Skills: Distinguishing Fact from Opinion* 582

**Teacher Wraparound Edition:**

**DFFO** 53, 91; **RS** 59; **HOCP** 127, 465; **DI** 464; **ATC** 554

9. Analyze the relationship between a primary and secondary source on the same topic.

**Student Edition:**

*Social Studies Skills: Analyzing Primary and Secondary Sources* 591

**Teacher Wraparound Edition:**

**RS** 59; **TC** 140; **HOCP** 453

**● RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

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.

**Student Edition:**

*Chapter Assessment: Document-Based Questions* 25, 55, 85, 115, 145, 183, 213, 273, 301, 329, 353, 355, 385, 415, 441, 471, 515, 545

**Teacher Wraparound Edition:**

**ACPP** 19; **CT** 505; **ACL** 566