



Journey Across Time The Early Ages © 2008

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:

Get Ready to Read! Reading Strategy 8, 16, 26, 38, 47, 59, 68, 80, 86, 93, 116, 124, 131, 138, 154, 168, 174, 182, 194, 202, 209, 224, 232, 240, 262, 268, 277, 286, 302, 317, 327, 342, 351, 358, 372, 379, 387, 408, 416, 423, 430, 444, 460, 468, 484, 491, 498, 512, 522, 534, 544, 553, 572, 582, 593, 608, 618, 633, 642, 658, 670, 680, 690

Section Review 15, 23, 30, 46, 52, 67, 72, 85, 92, 102, 123, 130, 137, 146, 163, 173, 179, 186, 201, 208, 216, 231, 239, 248, 267, 276, 283, 294, 310, 326, 334, 350, 356, 364, 378, 386, 394, 415, 422, 429, 436, 453, 467, 476, 490, 497, 504, 521, 531, 543, 552, 558, 581, 592, 600, 615, 626, 641, 650, 669, 679, 689, 700

Reading Social Studies: Inferences 406-407

Critical Thinking: Infer, Inferring 92, 476, 602, 653

SkillBuilder Handbook: Drawing Inferences and Conclusions 723

Standardized Test Practice: Drawing Inferences and Conclusions 734

Teacher Wraparound Edition:

MI TOOLS 2, 69, 71, 88, 177, 197, 345, 406, 411, 472, 580, 630; **DC** 94, 213, 227, 235, 312, 382, 419, 445, 542, 575, 585, 596, 636, 661, 681, 684

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

Student Edition:

Summarize 23, 30, 40, 62, 85, 92, 105, 123, 137, 196, 161, 163, 173, 179, 186, 211, 216, 224, 231, 267, 276, 326, 350, 386, 394, 422, 429, 436, 490, 498, 521, 531, 543, 552, 553, 572, 581, 592, 615, 626, 660, 679

Reading Social Studies: Main Idea 78-79, 370-371

Reading Strategy: Summarizing Information 93, 182, 202, 224, 262, 342, 444, 498, 572, 608, 680

Foldables Study Organizer: Summarizing Information 113, 655

Reading Social Studies: Summarizing 570-571

SkillBuilder Handbook: Summarizing 718

Teacher Wraparound Edition:

WA 63, 270, 635; **ICI** 171, 390, 515; **S** 214, 241, 305, 343, 352, 540, 651; **USQC** 606

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

Student Edition:

How Does a Historian Work? TOOLS 4-TOOLS 5

Reading Strategy: Cause and Effect 8, 240, 286, 327, 379, 430, 534, 593, 633, 642, 658, 690

National Geographic: The Way It Was 11, 42, 64, 98, 143, 184, 227, 234, 271, 291, 306, 319, 333, 353, 389, 414, 419, 449, 474, 496, 578, 584, 624, 686

Biography 12, 22, 63, 66, 88, 99, 141, 159, 172, 207, 212, 237, 243, 272, 289, 321, 331, 346, 349, 357, 376, 392, 427, 434, 466, 471, 489, 502, 517, 551, 556, 589, 598, 622, 638, 647, 665, 677, 683, 721, 740, 750, 776, 795, 817, 844, 873, 877

Section Review: Critical Thinking 15

Reading Social Studies: Cause and Effect 482-483

Teacher Wraparound Edition:

DCE 96, 210, 244, 265, 611; **NGHM** 100, 199, 215, 228, 273, 620; **CE** 220, 705; **UCE** 325, 409, 519; **WACE** 523; **WA** 500, 693, 696; **SE** 601; **SI** 696

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● **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:

Thinking Like a Historian TOOLS 1

Get Ready to Read! Building Your Vocabulary 8, 16, 26, 38, 47, 59, 68, 80, 86, 93, 116, 124, 131, 138, 154, 168, 174, 182, 194, 202, 209, 224, 232, 240, 262, 268, 277, 286, 302, 317, 327, 342, 351, 358, 372, 379, 387, 408, 416, 423, 430, 444, 460, 468, 484, 491, 498, 512, 522, 534, 544, 553, 572, 582, 593, 608, 618, 633, 642, 658, 670, 680, 690

Review Vocabulary 32, 74, 104, 148, 188, 218, 250, 296, 336, 366, 396, 438, 478, 506, 560, 602, 652, 702

Reading Social Studies: Using Context Clues 152-153

Reading Social Studies: Building Your Vocabulary 192-193

Using Technology: 25. Exploring Language 397

Teacher Wraparound Edition:

DT TOOLS 2, TOOLS 4, TOOLS 6, TOOLS 8, TOOLS 10, TOOLS 12; **RS** 9, 17; **UCC** 27, 643; **WAP** 31; **UV** 39; **CC** 54; **PV** 93, 522; **IAW** 98, 526; **EC** 121; **RSRTW** 153, 155, 193; **P** 165; **VA** 187, 217, 249, 335, 437, 505, 559, 601, 651, 701; **E** 267, 497, 592; **UTLR** 307; **S** 312; **AC** 313, 631; **LA** 332, 488; **CAT** 373, 391; **UCDM** 380; **VWD** 445; **LE** 456; **DI** 470, 493, 514, 620; **L** 496; **UWP** 541, 660; **CW** 628; **UP** 634

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:

Get Ready to Read! Reading Strategy 8, 16, 26, 38, 47, 59, 68, 80, 86, 93, 116, 124, 131, 138, 154, 168, 174, 182, 194, 202, 209, 224, 232, 240, 262, 268, 277, 286, 302, 317, 327, 342, 351, 358, 372, 379, 387, 408, 416, 423, 430, 444, 460, 468, 484, 491, 498, 512, 522, 534, 544, 553, 572, 582, 593, 608, 618, 633, 642, 658, 670, 680, 690

Reading Social Studies: Text Structure 222-223

Section Review: Reading Text Structure 231

Teacher Wraparound Edition:

Foldables 5, 35, 77, 113, 151, 191, 221, 259, 299, 339, 369, 405, 441, 481, 509, 569, 605, 655, 711; **UTS** 69, 485, 643

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

Student Edition:

You Decide 24-25, 180-181, 284-285, 532-533, 616-617

Reading Social Studies: Point of View 300-301

Teacher Wraparound Edition:

TPS TOOLS 4; WA 134, 595; LE 55; DTI 181, 285, 533, 617; E 424; APS 693

● **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:

Using Graphs, Charts, and Diagrams GH11-GH13

What Is a Historical Atlas? TOOLS 8- TOOLS 9

Diagrams 9, 45, 51, 142, 157, 162, 197, 233, 266, 305, 308, 393, 412, 464, 494, 523, 524, 527, 586, 610, 625, 661, 678

National Geographic In Motion 13, 17, 39, 62, 90, 134, 144, 176, 179, 195, 198, 225, 246, 269, 274, 292, 323, 329, 352, 361, 380, 385, 424, 433, 448, 473, 485, 516, 518, 542, 555, 557, 573, 575, 609, 645, 662, 668, 688

Charts and Graphs 14, 44, 85, 91, 96, 120, 140, 155, 170, 185, 200, 204, 236, 238, 247, 288, 292, 310, 318, 355, 363, 378, 381, 409, 446, 451, 463, 555, 663, 676, 679

Teacher Wraparound Edition:

RGMC 81; DI 89, 184, 196, 279, 288, 555, 574, 584; CAP 135; RC 435; PMP 588; E 641

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 24-25, 180-181, 284-285, 532-533, 616-617

Teacher Wraparound Edition:

RB GH12; WA 134; DTI 181, 285, 533, 617; E 424; APS 693

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 24-25, 180-181, 284-285, 532-533, 616-617

Teacher Wraparound Edition:

DTI 181, 285, 533, 617; RSRT 287; WA 595; APS 693; E 700

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

● RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

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

Student Edition:

Biography 12, 22, 63, 66, 88, 99, 141, 159, 172, 207, 212, 237, 243, 272, 289, 321, 331, 346, 349, 357, 376, 392, 427, 434, 466, 471, 489, 502, 517, 551, 556, 589, 598, 622, 638, 647, 665, 677, 683

World Literature 53-58, 164-167, 311-316, 454-459, 627-632

Primary Source Library 738, 739, 740, 741, 742, 743, 744, 745, 746, 747

Document-Based Questions 739, 741, 743, 745, 747

Teacher Wraparound Edition:

RR 12, 22, 63, 66, 88, 99, 141, 159, 172, 207, 212, 237, 243, 272, 289, 321, 331, 346, 349, 357, 376, 392, 427, 434, 466, 471, 489, 502, 517, 551, 556, 589, 598, 622, 638, 647, 665, 677, 683; **L** 20, 697; **AAT** 238; **DI** 486, 682; **LA** 516, 694; **WA** 620

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:

Persuasive Writing 23, 33, 52, 72, 102, 137, 173, 219, 276, 283, 297, 326, 334, 386, 436, 439, 476, 552, 603, 615, 700

Teacher Wraparound Edition:

WA 51, 142, 169, 236, 280, 411, 450, 473, 516, 610; **TAP** 103; **PE** 701

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:

Expository Writing 67, 85, 146, 163, 189, 208, 216, 239, 251, 267, 350, 364, 378, 439, 467, 490, 497, 543, 581, 600, 626, 650, 653

Descriptive Writing 30, 201, 248, 394, 479, 504, 703

Teacher Wraparound Edition:

WA 10, 19, 20, 43, 70, 97, 119, 177, 184, 196, 205,

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	210, 227, 245, 265, 270, 291, 330, 345, 360, 382, 390, 410, 418, 432, 486, 494, 500, 519, 555, 635, 645, 667, 675, 681, 693, 696; E 378
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	<p>Student Edition:</p> <p><i>Descriptive Writing</i> 75, 105, 130, 149, 189, 337, 397, 429, 592</p> <p><i>Narrative Writing</i> 479</p> <p><i>Read to Write 22 Using Your Foldables</i> 507</p> <p><i>Read to Write 23 Script Writing</i> 561</p> <p>Teacher Wraparound Edition: WA 27, 81, 157, 319, 375, 464, 515, 584, 595, 687; RSRTW 187, 559; DI 242; LA 428</p>
<p>● PRODUCTION AND DISTRIBUTION OF WRITING</p>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Teacher Wraparound Edition: TAP 103, 755; T 125; RSRTW 607</p>
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<p>Teacher Wraparound Edition: TAP 103, 755; T 125; RSRTW 607</p>
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<p>Student Edition:</p> <p><i>Using Technology</i> 33, 75, 105, 149, 189, 219, 251, 297, 337, 367, 397, 439, 479, 507, 561, 603, 653, 703</p> <p>Teacher Wraparound Edition: WA 63, 567; DTI 181, 285, 533, 617; ADITL 550</p>
<p>● RESEARCH TO BUILD AND PRESENT KNOWLEDGE</p>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<p>Student Edition:</p> <p><i>Multimedia Presentations</i> 75, 479</p> <p><i>Linking Past and Present 27. Recognizing Patterns</i> 367</p> <p>Teacher Wraparound Edition: CAP GH4; WA 63, 567, 595, 667, 675; DTI 181, 285, 533, 617; E 208, 248, 283, 294, 386, 543, 669; ALL 309; R 353; DL 362, 377; LA 495; M 548; OR 554</p>

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

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:

Multimedia Presentations 75, 479

Teacher Wraparound Edition:

CAP GH4; **WA** 63, 567, 595, 675; **DTI** 181, 285, 533, 617; **E** 208, 248, 283, 294, 386, 543, 669; **ALL** 309; **R** 353; **DL** 362, 377; **LA** 495; **M** 548; **OR** 554; **L** 728

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Student Edition:

Multimedia Presentations 75, 479

Linking Past and Present 27. *Recognizing Patterns* 367

Teacher Wraparound Edition:

CAP GH4; **WA** 63, 567, 595, 675; **DTI** 181, 285, 533, 617; **E** 208, 248, 283, 386, 543, 669; **ALL** 309; **R** 353; **DL** 362, 377; **LA** 495; **M** 548; **OR** 554

● **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:

Read to Write 33, 75, 105, 149, 189, 219, 251, 297, 337, 367, 397, 439, 479, 507, 561, 603, 653, 703

Teacher Wraparound Edition:

WA 10, 19, 20, 27, 43, 51, 63, 64, 66, 70, 81, 89, 97, 119, 126, 134, 142, 157, 169, 177, 184, 196, 205, 210, 227, 236, 245, 265, 270, 280, 291, 319, 330, 345, 360, 375, 382, 390, 410, 411, 418, 432, 450, 464, 473, 486, 494, 500, 515, 516, 519, 555, 567, 577, 584, 595, 610, 620, 635, 645, 667, 675, 681, 687, 693, 696

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:

Tools of the Historian TOOLS 4-TOOLS 5

Primary Source 10, 33, 71, 135, 175, 282, 330, 382, 420, 537, 539, 685, 698

Biography 12, 88, 172, 243, 357, 466, 556, 683

You Decide 180-181, 532-533

SkillBuilder Handbook: Analyzing Library and Research Resources 715; *Analyzing Primary Source Documents* 716

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	<p><i>Standardized Test Practice: Interpreting Primary Sources</i> 731</p> <p><i>Primary Source Library</i> 738, 739, 740, 741, 742, 743, 744, 745, 746, 747</p> <p><i>Document-Based Questions</i> 739, 741, 743, 745, 747</p> <p><u>Teacher Wraparound Edition:</u> CC TOOLS4; CTA TOOLS4; DI 181, 533; DT TOOLS4; F TOOLS4</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>Student Edition: <i>Tools of the Historian</i> TOOLS 4-TOOLS 5</p> <p><i>Document-Based Questions</i> 33, 71, 135, 175, 189, 282, 330, 382, 420, 537, 539, 653, 685, 698</p> <p><i>Then and Now</i> 598, 622, 638, 665</p> <p><i>SkillBuilder Handbook: Finding the Main Idea</i> 709; <i>Analyzing Library and Research Resources</i> 715; <i>Analyzing Primary Source Documents</i> 716</p> <p><i>Standardized Test Practice: Interpreting Primary Sources</i> 925</p> <p><i>Primary Source Library</i> 738, 739, 740, 741, 742, 743, 744, 745, 746, 747</p> <p><i>Document-Based Questions</i> 739, 741, 743, 745, 747</p> <p><u>Teacher Wraparound Edition:</u> CC TOOLS4; PS 33, 71, 135, 175, 189, 282, 330, 382, 420, 537, 539, 653, 685, 698; WA 63</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>Student Edition: <i>Tools of the Historian</i> TOOLS 2-TOOLS 5</p> <p><i>Archaeological Dig</i> 9</p> <p><i>How Was a Pyramid Built?</i> 51</p> <p><i>How Did Rome's Government Work?</i> 269-270</p> <p><i>The Printing Process</i> 419</p> <p><i>The Way It Was</i> 419</p> <p><i>The Scientific Method</i> 679</p>

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

SkillBuilder Handbook: Sequencing and Categorizing Information 712

Teacher Wraparound Edition:
CAT 270; DI 270

● **CRAFT AND STRUCTURE**

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.

Student Edition:

Thinking Like a Historian TOOLS 1

Get Ready to Read! Building Your Vocabulary 8, 16, 26, 38, 47, 59, 68, 80, 86, 93, 116, 124, 131, 138, 154, 168, 174, 182, 194, 202, 209, 224, 232, 240, 262, 268, 277, 286, 302, 317, 327, 342, 351, 358, 372, 379, 387, 408, 416, 423, 430, 444, 460, 468, 484, 491, 498, 512, 522, 534, 544, 553, 572, 582, 593, 608, 618, 633, 642, 658, 670, 680, 690

Review Vocabulary 32, 74, 104, 148, 188, 218, 250, 296, 336, 366, 396, 438, 478, 506, 560, 602, 652, 702

Reading Social Studies: Using Context Clues 152-153

Reading Social Studies: Building Your Vocabulary 192-193

History Makers 199

Using Technology: 25. Exploring Language 397

Teacher Wraparound Edition:

DT TOOLS 2, TOOLS 4, TOOLS 6, TOOLS 8, TOOLS 10, TOOLS 12; RS 9, 17; UCC 27, 643; WAP 31; UV 39; CC 54; PV 93, 522; IAW 98, 526; EC 121; RSRTW 153, 155, 193; P 165; VA 187, 217, 249, 335, 437, 505, 559, 601, 651, 701; E 267, 497, 592; UTLR 307; S 312; AC 313, 631; LA 332, 488; CAT 373, 391; UCDM 380; VWD 445; LE 456; DI 470, 493, 514, 620; L 496; UWP 541, 660; CW 628; UP 634

5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Student Edition:

Tools of the Historian TOOLS 1-TOOLS 13

Reading Strategy: Cause and Effect 8, 240, 286, 327, 379, 430, 534, 593, 633, 642, 658, 690

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	<p><i>Comparing the Neolithic and Paleolithic</i> 14</p> <p><i>Reading Strategy: Sequencing Information</i> 17, 80, 174, 317</p> <p><i>Comparing Mesopotamia to Egypt</i> 44</p> <p><i>Pyramid</i> 45</p> <p><i>Linking Past & Present</i> 61</p> <p><i>Hebrew Prophets</i> 91</p> <p><i>The Decline of Rome</i> 318</p> <p><i>Foldables Study Organizer: Sequencing Information</i> 339</p> <p><i>Foldables Study Organizer: Compare and Contrast</i> 605</p> <p><i>The Scientific Method</i> 679</p> <p><i>Reading Social Studies: Sequence Clues</i> 340-341</p> <p><i>Reading Strategy: Compare and Contrast</i> 26, 68, 124, 154, 302, 468, 522, 544, 670, 731, 780, 880</p> <p><i>Reading Social Studies: Compare and Contrast</i> 442-443</p> <p><i>Reading Social Studies: Cause and Effect</i> 482-483</p> <p><i>SkillBuilder Handbook: Finding the Main Idea</i> 709; <i>Sequencing and Categorizing Information</i> 712; <i>Making Comparisons</i> 721</p> <p><u>Teacher Wraparound Edition:</u> DT TOOLS 2; TLA 254; CTA 271, 547</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>Student Edition: <i>Tools of the Historian</i> TOOLS4-TOOLS5</p> <p><i>World Literature</i> 53-58</p> <p><i>You Decide</i> 180-181, 284-285, 532-533</p> <p><i>SkillBuilder Handbook: Recognizing Point of View</i> 713; <i>Distinguishing Fact From Opinion</i> 714; <i>Analyzing Primary Source Documents</i> 716</p>

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

	<p><u>Teacher Wraparound Edition:</u> CTA TOOLS 4; E TOOLS 5; DI 55, 181, 285, 533; LE 55; WA 134; F 180, 532</p>
<p>● INTEGRATION OF KNOWLEDGE AND IDEAS</p>	
<p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Student Edition: <i>Reference Atlas R2-R26</i></p> <p><i>Tools of the Historian</i> TOOLS2-TOOLS3, TOOLS 5, TOOLS8-TOOLS9</p> <p><i>National Geographic</i> 39, 117, 225, 263, 323, 469, 473, 518, 554-555, 573, 609, 645, 668, 688, 691, 694</p> <p><i>Photo</i> 40, 384, 549, 576</p> <p><i>Understanding Charts</i> 155, 204, 236, 318, 451, 676, 679</p> <p><i>Reading Check</i> 555</p> <p><i>SkillBuilder Handbook: Evaluating a Web Site</i> 719; <i>Interpreting Political Cartoons</i> 725</p> <p><i>Standardized Test Practice: Interpreting a Political Cartoon</i> 732</p> <p><u>Teacher Wraparound Edition:</u> F TOOLS 8; CC TOOLS 9; MAP 40, 384, 549, 576; T 117, 225, 263; DI 226, 304</p>
<p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>Student Edition: <i>Tools of the Historian</i> TOOLS4-TOOLS5</p> <p><i>You Decide</i> 180-181, 284-285, 532-533, 742-743</p> <p><i>SkillBuilder Handbook: Distinguishing Fact From Opinion</i> 908</p> <p><u>Teacher Wraparound Edition:</u> E TOOLS 5; DT 180; DI 181, 533; F 532</p>
<p>9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>Student Edition: <i>Tools of the Historian</i> TOOLS4-TOOLS5</p> <p><i>You Decide</i> 180-181</p>

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

SkillBuilder Handbook: Analyzing Primary Source Documents 716

Teacher Wraparound Edition:

F TOOLS 4; DT TOOLS 4; CC TOOLS 4; TPS TOOLS 4; DI 181; RP/SS 661

● **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:

Primary Source 10, 41, 71, 83, 89, 102, 122, 135, 145, 175, 183, 206, 214, 264, 270, 282, 304, 320, 322, 330, 348, 382, 391, 413, 420, 428, 462, 465, 488, 495, 537, 539, 546, 597, 599, 614, 621, 640, 644, 682, 685, 693, 698

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Primary Source Library 738, 739, 740, 741, 742, 743, 744, 745, 746, 747

Document-Based Questions 739, 741, 743, 745, 747

Teacher Wraparound Edition:

AI 19; WA 126, 291, 360, 411, 418, 486, 494, 635, 645; E 326; RSRT 388