

Sixth Grade Standards Alignment

Reading Reconsidered Curriculum Standards Alignment

The following table contains our most frequently asked question types with the standards that these questions typically support.

Frequently Used Question Type	Sample Questions/Description	Standards Often Supported
Knowledge Based Questions	<ul style="list-style-type: none"> • What were slave codes? Give one example of a way slave codes have impacted Isabel and Ruth. • In a single sentence, explain why Madam Lockton would falsely blame Isabel for causing her injuries. Include the word authority in your answer. 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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). • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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.
Knowledge Feeding Questions	<ul style="list-style-type: none"> • A “fence-sitter” takes neither side of an argument or controversy— they figuratively “sit” on the fence that separates the two sides. The number of fence-sitters during the Revolutionary War, those who refused to side with the Loyalists or the Patriots, is thought to have been large. Why do you think Becky is a fence-sitter? What are the potential benefits of being one? The risks? • In many places in Europe, especially in middle- and upper-class households, boiled eggs are served in an egg cup. To open the egg, proper table manners dictate that a person hold the egg with one hand and crack or cut off the top with the other. Why might Dahl’s father call this a “serious 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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). • CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • CCSS.ELA-LITERACY.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.

	<p>inconvenience”? How might we read this as a moment of dry or deadpan humor?</p>	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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).
<p>Overlapping Questions</p>	<ul style="list-style-type: none"> • Thinking about the article on gender roles we just read, what do you notice about this scene between Master and Madam Lockton? How would you describe the nature of Master Lockton's authority? • How might the common occurrence of shell shock have impacted Dahl's childhood interactions with adults? • Based on the information you learned in the article, does the world of <i>The Giver</i> seem more like a fantasy world or an alternate reality? Why? 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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). • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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). • CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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.
<p>Developmental Writing Questions</p>	<ul style="list-style-type: none"> • Complete the following sentences: <ul style="list-style-type: none"> ○ Nothing belongs to Isabel because... ○ Nothing belongs to Isabel, but... ○ Nothing belongs to Isabel, so... ○ Choose one to revise: • In one carefully written sentence, describe Jonas's frustration with his role. Begin with the word, "Because." 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. • CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

		<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.
<p>Line Level Close Reading Questions</p>	<ul style="list-style-type: none"> • Paraphrase this line: “By encouraging participants to engage repeatedly in the same ritual, those in power can normalize their authority and define the social order of a community.” • Reread the last line of the chapter: <i>It was different only in the addition to it of the newchild with his pale, solemn, knowing eyes.</i> <ul style="list-style-type: none"> ○ What does “it” refer to? ○ What else might “it” refer to in the context of the story so far? ○ What might this imply about Gabriel? 	<ul style="list-style-type: none"> • CCSS ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • CCSS.ELA-LITERACY.L.6.5.A Interpret figures of speech (e.g., personification) in context. • CCSS.ELA-LITERACY.L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. • CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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 • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
<p>Sensitivity Analysis Questions</p>	<ul style="list-style-type: none"> • Re-read this sentence from p. 168: <i>In his mind, Jonas saw again the face of the boy who had lain dying on a field and had begged him for water.</i> <p>Compare it to this alternate version:</p> <p><i>In his mind, Jonas saw again the face of the soldier who had lain dying on a field and had begged him for water.</i></p>	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.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. • CCSS.ELA-LITERACY.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 • CCSS.ELA-LITERACY.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

	<p>Why might Lowry have chosen to use the word “boy” instead of “solider”?</p>	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • CCSS.ELA-LITERACY.L.6.5.A Interpret figures of speech (e.g., personification) in context. • CCSS.ELA-LITERACY.L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. • CCSS.ELA-LITERACY.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
<p>Summative Writing Tasks</p>	<ul style="list-style-type: none"> • In one paragraph, summarize the message of Robert Frost’s poem “Nothing Gold Can Stay.” Explain how the message of this poem might connect to Ponyboy and Johnny’s experiences and a major theme of our novel. • Many of the characteristics of Jonas’s community can be read as both utopian and dystopian. Choose at least two community rules or rituals and explain their benefits and flaws. 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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.
<p>Knowledge Organizers & Retrieval Practice</p>	<ul style="list-style-type: none"> • One or two times per week, students engage in Retrieval Practice to reinforce knowledge from the Knowledge Organizer. In this portion of the lesson, students are asked questions such as: <ul style="list-style-type: none"> ○ What is the Continental Congress? ○ Would a Patriot or a Loyalist be more likely to recognize the authority of the Continental Congress? ○ Was the Boston Tea Party the act of Patriots, Loyalists, or fence-sitters? How do you know? • Students are also asked to apply knowledge from the Knowledge Organizer 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • CCSS.ELA-LITERACY.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.

	<p>in writing and speaking activities throughout the course of each lesson.</p> <ul style="list-style-type: none"> • Knowledge quizzes occur bi-weekly 	
Explicit Vocabulary & Active Practice	<ul style="list-style-type: none"> • Several days each week, students are explicitly taught 1-3 vocabulary words and asked to apply them before beginning the lesson. • Vocabulary quizzes occur bi-weekly. 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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
Control the Game	<ul style="list-style-type: none"> • Throughout daily reading cycles, students are frequently expected to read aloud from the text with accurate decoding, prosody, and expression. 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Discussion	<ul style="list-style-type: none"> • Questions throughout a lesson are reviewed using a variety of discussion strategies, including Turn & Talks, brief discussion, extended discussion, and Show Call. 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • CCSS.ELA-LITERACY.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • CCSS.ELA-LITERACY.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.

		<ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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Sixth Grade Standards Map

The following tables contain a list of 6th grade ELA Standards with a tick mark beside lesson activities that frequently address these standards.

6 th Grade Reading Literature Text Standards								
Standard	Activity Type							
	Knowledge Based Questions	Overlapping Questions	Establish Meaning Questions	Close Reading Questions	Developmental Writing	Sensitivity Analysis	Knowledge Organizers / Retrieval Practice	Embedded Text or Embellishment
CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓			✓
CCSS.ELA-LITERACY.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.		✓	✓	✓				✓
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓	✓	✓		✓
CCSS.ELA-LITERACY.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	✓		✓	✓		✓		
CCSS.ELA-LITERACY.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.		✓	✓	✓		✓		✓
CCSS.ELA-LITERACY.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.		✓	✓	✓		✓		✓
CCSS.ELA-LITERACY.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.								
CCSS.ELA-LITERACY.RL.6.8 (RL.6.8 not applicable to literature)								
CCSS.ELA-LITERACY.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.		✓	✓	✓				✓
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓				✓

6th Grade Reading Informational Text Standards

Standard	Activity Type							
	Knowledge Based Questions	Overlapping Questions	Establish Meaning Questions	Close Reading Questions	Developmental Writing	Sensitivity Analysis	Knowledge Organizers / Retrieval Practice	Embedded Text or Embellishment
CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓			✓
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓				✓
CCSS.ELA-LITERACY.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).	✓	✓	✓	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓	✓	✓	✓	✓	✓		✓
CCSS.ELA-LITERACY.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.		✓		✓		✓		✓
CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		✓	✓	✓	✓	✓		✓
CCSS.ELA-LITERACY.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.	✓	✓	✓				✓	✓
CCSS.ELA-LITERACY.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.			✓	✓	✓			✓
CCSS.ELA-LITERACY.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).	✓	✓	✓	✓			✓	✓
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓			✓	✓

6th Grade Speaking & Listening Standards

Standard	Activity Type			
	Discussion	Turn & Talk	Read Aloud	Show Call
CCSS.ELA-LITERACY.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.	✓	✓		✓
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓
CCSS.ELA-LITERACY.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.	✓	✓		✓
CCSS.ELA-LITERACY.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.	✓	✓		
CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.				
CCSS.ELA-LITERACY.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	✓	✓		

6th Grade Writing Standards

Standard	Activity Type			
	Developmental Writing Tasks	Summative Writing Tasks	End-of-Unit Writing Prompts	Revision Tasks
CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.		✓	✓	✓
CCSS.ELA-LITERACY.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.		✓	✓	✓
CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		✓		✓
CCSS.ELA-LITERACY.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.)	✓	✓	✓	✓
CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)			✓	✓
CCSS.ELA-LITERACY.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.			✓	
CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			✓	
CCSS.ELA-LITERACY.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.		✓	✓	
CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓
CCSS.ELA-LITERACY.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 audiences.	✓	✓	✓	✓

6th Grade History/Social Studies Standards

Standard	Activity Type							
	Knowledge Based Questions	Overlapping Questions	Establish Meaning Questions	Close Reading Questions	Developmental Writing	Sensitivity Analysis	Knowledge Organizers / Retrieval Practice	Embedded Text or Embellishment
CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	✓	✓	✓	✓	✓			✓
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓				✓
CCSS.ELA-LITERACY.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).	✓	✓	✓	✓	✓			✓
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓			✓	✓
CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	✓		✓					✓
CCSS.ELA-LITERACY.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).		✓		✓		✓		✓
CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	✓	✓	✓				✓	✓
CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	✓	✓	✓	✓				✓
CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	✓	✓	✓	✓				✓
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓				✓