

KEY IDEAS & DETAILS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p><b>Standard 1:</b> 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.</p>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
<p><b>Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	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><b>Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	Identify key steps in a text's descriptions of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).			
CRAFT & STRUCTURE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p><b>Standard 4:</b> 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.</p>	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><b>Standard 5:</b> 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.</p>	Describe how a text presents information (e.g., sequentially, comparatively, causally).			

College & Career Ready Standards	GRADE 6-8 Reading in SOCIAL STUDIES: Content Map Quarter 1 2 3 4 Teacher: _____	Content ( <i>Specific</i> text, chapter, lesson, etc.)		
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<p><b>Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.</p>	<p>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>			
<b>INTEGRATION OF KNOWLEDGE &amp; IDEAS</b>		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p><b>Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p>	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>			
<p><b>Standard 8:</b> 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.</p>	<p>Distinguish among fact, opinion, and reasoned judgment in a text.</p>			
<p><b>Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Analyze the relationship between a primary and secondary source on the same topic.</p>			
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p><b>Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>			