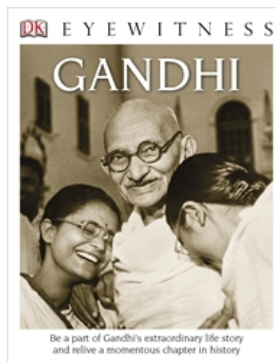


DK Common Core State Standards Alignment



ISBN: 9781465426840

Grade-Level Expectation: 7-8+

Guided Reading Level: Z

CCSS.ELA-Literacy.L.7.3,3a,4,4a,4c,4d,5,5a,6

CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,6,7,8,9,10

CCSS.ELA-Literacy.SL.7.1,1a,1b,1c,1d,2,3,4,5,6

CCSS.ELA-Literacy.WHST.6-8.2,2a,2b,2c,2d,2e,7,8,9,10

Grade 7

Knowledge of Language

- **CCSS.ELA-Literacy.L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

- **CCSS.ELA-Literacy.L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.



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- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- **CCSS.ELA-Literacy.L.7.6** 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.

Grade 6-8

Key Ideas and Details

- **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).

Craft and Structure

- **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).

Integration of Knowledge and Ideas

- **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.

Range of Reading and Level of Text Complexity

- **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.

Grade 7

Comprehension and Collaboration

- **CCSS.ELA-Literacy.SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- **CCSS.ELA-Literacy.SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- **CCSS.ELA-Literacy.SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- **CCSS.ELA-Literacy.SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **CCSS.ELA-Literacy.SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.



- **CCSS.ELA-Literacy.SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

Grade 6-8

Text Types and Purposes

- **CCSS.ELA-Literacy.WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.

Research to Build and Present Knowledge

- **CCSS.ELA-Literacy.WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **CCSS.ELA-Literacy.WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **CCSS.ELA-Literacy.WHST.6-8.9** Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

- **CCSS.ELA-Literacy.WHST.6-8.10** Write routinely over extended time frames (time for 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.



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