

Using TIME Edge to Meet the Common Core State Standards

TIME Edge offers a rich selection of articles, videos, primary sources, and teaching resources to help you meet key standards in Reading, Writing, Speaking and Listening, and Language. Take a look at how TIME Edge materials address the Common Core State Standards.

Common Core Informational Text Standard

TIME/EDGE

<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Every TIME Edge article comes with a Teacher's Guide featuring questions that develop students' nonfiction reading skills. Discussion questions prompt students to cite specific details in order to demonstrate an understanding of the article's key claims and issues, and to support inferences they have made about the people and events in the article.</p> <p>Feature articles include a quiz that provides an opportunity for students to practice test-taking skills.</p>
<p>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.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>Each Teacher's Guide begins with a short exercise or discussion prompt that focuses students' thinking on a key issue related to the article's central idea. Discussion questions ask students to cite the textual evidence that expresses and develops the article's central ideas. An Essential Question helps students think about the wider implications of the article's key ideas.</p>
<p>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).</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p>	<p>The week's top story comes with Close Reading Notes, paragraph-specific questions in the margins of the article that focus students on how the author uses particular kinds of evidence or language to portray key individuals, events, and ideas.</p> <p>Graphic organizers support student comprehension and help readers analyze complex relationships within a text.</p>
<p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Within each article, challenging vocabulary words are highlighted and defined.</p> <p>Discussion questions and Close Reading Notes help students focus on how particular words, phrases, sentences, or paragraphs in the article reflect or deepen the main idea or key concepts. Close Reading Notes also help students analyze the tone of the author's writing, as well as the figurative or technical use of particular words and phrases.</p>
<p>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> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>TIME Edge provides several graphic organizers for helping students to identify particular text structures (e.g., problem-solution, cause-effect, etc.), to trace the development of the author's ideas.</p> <p>Extended Activities in the Teacher's Guide often challenge students to discover the relationship between ideas in a text through illustrations and diagrams.</p>
<p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Discussion questions challenge students to determine an article's purpose and/or point of view by analyzing the writer's use of reasoning and evidence to argue his or her opinion.</p> <p>Close Reading Notes focus students on the details and literary strategies by which the author conveys the explicit or implicit purpose of the article.</p>
<p>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> <p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.8.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>Most TIME Edge articles are linked to videos or slide shows that provide students the opportunity to analyze meanings across different media and to evaluate the relative strengths of these media in communicating information and ideas.</p> <p>The Extended Activity in the Teacher's Guide frequently provides students instruction in creating visual representations—e.g., comic strips, diagrams—of an article's logic and structure, or of key concepts or scientific processes featured in the article.</p>
<p>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.</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>Teacher's Guide questions and Writing Tasks challenge students to evaluate the evidence and reasoning an author uses to support claims in a text, and to generate their own evidence-based arguments. Students are also asked to analyze the way authors use language in order to shape the reader's understanding of the evidence.</p> <p>When they read debate articles, students are asked to collect evidence to support their own opinions on a topic and then to incorporate that evidence into their writing.</p>
<p>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> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Every TIME Edge article is paired with at least one other article on the same topic. For example, students may be asked to compare and contrast an objective third-person article with an opinion piece on the same subject. Use the related articles to promote curiosity and a deeper understanding of the topic.</p> <p>Teacher's Guide questions, Extended Activities and Writing Tasks provide prompts asking students to analyze a story written today along with a related article published decades ago in TIME magazine. With unlimited access to TIME's archive of thousands of articles, teachers have endless opportunities to pair current issues with historical content.</p>
<p>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.</p> <p>RI.7.10 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.</p> <p>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p>Every TIME Edge article is written at a Lexile level appropriate for middle school students and includes multiple Lexile levels, allowing for differentiated instruction to meet the needs of a range of learners.</p>

WRITING STANDARDS

TIME/EDGE

<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>Teacher's Guides include prompts for writing persuasive essays related to the article's topic. Students are asked to support their arguments with relevant reasons and evidence from the text.</p> <p>Debate features present students with opposing opinions about a high-interest issue. Discussion questions and writing prompts ask students to analyze both sides of the debate and take a position on the issue.</p> <p>Graphic organizers help students plan out their arguments before writing. Students are asked to identify relevant and specific evidence to support their claims.</p>
<p>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.</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Many of the writing prompts in the Teacher's Guides challenge students to write informative/explanatory responses related to an issue. In their responses, students are asked to use a clear organizational structure and relevant supporting details.</p> <p>TIME Edge articles include a variety of text features, including photos, illustrations, charts, and time lines. The articles can serve as mentor texts to help students craft effective informative/explanatory writing pieces that include various text features.</p>
<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Teacher's Guides provide opportunities for students to write narratives related to the issues in an article. Students are challenged to craft narratives in their own lives, using details from the text to support their writing.</p> <p>In their narrative writing, students are asked to integrate narrative techniques and sensory details to enliven their writing.</p>
<p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.4 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.)</p> <p>W.8.4 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.)</p>	<p>The Teacher's Guide offers guidelines to help students write for a particular task, purpose, and audience. For example, a lesson on writing an editorial will ask students to begin with a hook that captures the reader's attention.</p>
<p>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.</p> <p>W.7.5 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 7.)</p> <p>W.8.5 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 8.)</p>	<p>Responses to writing prompts and discussion questions can become first drafts that are revised in the classroom.</p> <p>Printables support students throughout the writing process, including planning, drafting, revising, and publishing.</p> <p>Articles can be used as mentor texts that demonstrate fluent and effective writing in a variety of genres. Teachers can use these mentor texts to help students throughout the writing process.</p>
<p>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.</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Writing prompts in the Teacher's Guide challenge students to produce short and extended writing assignments. Teachers can guide students in using technology to write and revise their work and to share it with a wider audience.</p> <p>Students are asked to conduct online research using credible sources and to cite their sources properly.</p>
<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.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.</p>	<p>Teacher's Guide lessons provide opportunities for students to engage in short research projects. Students are asked to synthesize what they learned from their research with information from the article in a written response.</p>
<p>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.</p> <p>W.7.8 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.</p> <p>W.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.</p>	<p>TIME Edge articles are credible sources of information. All of the content is written by the editors of TIME and TIME for Kids and geared specifically for middle school students.</p> <p>Since every TIME Edge article is paired with at least one other article on the same topic, students can gather relevant information from multiple sources. Teachers can use the articles to model annotating, paraphrasing, and citing sources.</p> <p>Teacher's Guides encourage students to take notes on multiple articles in TIME Edge. Students are also asked to support their responses with textual evidence, using direct quotes and paraphrasing.</p>
<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Discussion Questions and Extended Activities ask students to refer to specific and relevant textual evidence when formulating responses. Students are asked to determine how an author uses reasons and evidence to support claims.</p> <p>Weekly quizzes ask students to draw evidence from feature articles in order to answer "right there" and inferential questions.</p> <p>Printables support students in identifying evidence when conducting research and analyzing texts.</p>
<p>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.</p> <p>W.7.10 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.</p> <p>W.8.10 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.</p>	<p>Writing prompts in the Teacher's Guide challenge students to write for different tasks, purposes, and audiences. For example, students are asked to write editorials, persuasive letters, and expository essays.</p> <p>Essential Questions in the Teacher's Guide provide students with additional opportunities to develop their critical-thinking and writing skills.</p>

SPEAKING AND LISTENING STANDARDS

TIME/EDGE

<p>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.</p> <p>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.</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Every Teacher's Guide includes discussion questions that stimulate critical thinking and lively discussions. Students can discuss the questions in pairs, small groups, or as a class.</p> <p>Teacher's Guides provide opportunities for students to engage in a variety of collaborative discussions, including debates, Socratic seminars, and fishbowls</p>
<p>SL.6.1 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.</p> <p>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.</p> <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>Teacher's Guide lessons reinforce comprehension and encourage students to analyze information in articles, charts, photos, and videos published in TIME Edge.</p>
<p>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.</p> <p>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.</p> <p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>Debate features present students with opposing opinions about an issue of interest to middle school students. The features can be used to prepare for debate or discussion in a range of formats.</p> <p>Printables help students evaluate speakers' arguments by providing a framework for students to take notes on evidence, as well as supporting reasons and evidence. Students can determine whether claims are supported by reasons and evidence.</p>
<p>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.</p> <p>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.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Lessons in the Teacher's Guide prompt students to dive deeper into topics and texts through research. Students are asked to present findings to the class, maintaining appropriate eye contact and volume level.</p>
<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>Every TIME Edge article includes photos, graphics, and/or videos. These components serve as excellent models for use of multimedia to clarify and elaborate information.</p> <p>Students can use multimedia components from TIME Edge to enhance their presentations.</p>
<p>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.)</p> <p>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 for specific expectations.)</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 language standards 1 and 3 for specific expectations.)</p>	<p>Teacher's Guides often challenge students to practice public speaking by presenting their responses to a question or stance on an issue. Students are also asked to adapt speech to a range of social situations, including whole-class, small-group, and pairs.</p> <p>TIME Edge articles can be read aloud to allow students to practice public speaking skills and reading with fluency.</p>

LANGUAGE STANDARDS

TIME/EDGE

<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Writing prompts and Extended Activities in the Teacher's Guide provide opportunities for students to demonstrate their understanding of grammar.</p> <p>Audio read-alouds and videos model standard English grammar and usage.</p>
<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Edge articles can serve as mentor texts for proper capitalization, punctuation, and spelling.</p> <p>Writing Tasks provide opportunities to assess students' command of standard English capitalization, punctuation, and spelling when writing.</p> <p>Highlighted vocabulary words in every article serve as reference for the correct spelling of challenging words students will encounter in future reading.</p>
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>TIME Edge articles can serve as mentor texts for modeling various sentence lengths and styles.</p>
<p>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.</p> <p>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.</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>	<p>Vocabulary words are highlighted in every TIME Edge article and supply definitions with a roll of the cursor.</p> <p>Teacher's Guide Discussion Questions encourage students to use context clues, as well as common Greek and Latin affixes and roots, to understand unusual words.</p>
<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TIME Edge articles often include examples of figurative language and common idioms, which can serve as models for language instruction.</p> <p>Teacher's Guide discussion questions are designed to enhance student understanding of figurative language and word relationships.</p> <p>Weekly quizzes include questions that test students' understanding of language use and vocabulary, including differentiating between connotations and denotations.</p>
<p>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.</p> <p>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.</p> <p>L.8.6 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.</p>	<p>TIME Edge articles include both general academic and domain-specific words and phrases. Teacher's Guide discussion questions often focus on such words and challenge students to define them and use them in their own work.</p>