6-8th Literacy in History/Social Studies & Science & Technical Subjects Standards

Strand: Reading
History/Social Studies

	BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
	Key Ideas & Details	1. **Cite** specific textual evidence to **support** analysis of primary and secondary sources.	RH.6-8.1
		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.	RH.6-8.2
		3. **Identify** key steps in a texts' description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	RH.6-8.3
	Craft & 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.	RH.6-8.4
		5. **Describe** how a text presents information (e.g., sequentially comparatively, causally).	RH.6-8.5
		6. **Identify** aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion, or avoidance or particular facts).	RH.6-8.6
	Integration of Knowledge & Ideas	7. **Integrate** visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	RH.6-8.7
		8. **Distinguish** among fact, opinion, and reasoned judgment in a text.	RH.6-8.8
		9. **Analyze** the relationship between a primary and secondary source on the same topic.	RH.6-8.9
	Range of Reading & Level of Text Complexity	10. By the end of grade 8, **read and comprehend** history/social studies and science texts in the grades 6-8 text complexity band independently and proficiently.	RH.6-8.10

Strand: Reading
Science/Technical Subjects

	BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
	Key Ideas & Details	1. **Cite** specific textual evidence to support analysis of science and technical texts.	RST.6-8.1
		2. **Determine** the central ideas or conclusions of a text; **provide** an accurate summary of the text distinct from prior knowledge or opinions.	RST.6-8.2
		3. **Follow** precisely a multi-step procedure when **carrying out** experiments, **taking** measurements, or **performing** technical tasks.	RST6-8.3
	Craft & Structure	4. **Determine** the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	RST.6-8.4

		5. **Analyze** the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	RST.6-8.5
		6. **Analyze** the author's purpose in **providing** an explanation, **describing** a procedure, or **discussing** an experiment in a text.	RST.6-8.6
	Integration of Knowledge and Ideas	7. **Integrate** qualitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	RST.6-8.7
		8. **Distinguish** among facts, reasoned judgment based on research findings, and speculation in a text.	RST.6-8.8
		9. **Compare and contrast** the information gained from experiments, simulations, video, or multimedia sources with that gained from **reading** a text on the same topic.	RST.6-8.9
	Range of Reading & Level of Text Complexity	10. By the end of grade 8, **read and comprehend** science/technical texts in grades 6-8 text complexity and independently and proficiently.	RI.6-8.10

Strand: Writing
History/Social Studies, Science, & Technical Subjects

	Text Types & Purposes	1. **Write** arguments focused on discipline-focused content.
		   a. **Introduce** precise knowledgeable claim(s) establish the significance of the claim(s) from alternate or opposing claims, and **create** an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
		   b. **Support** claim(s) about a topic or issue, **acknowledge and distinguish** the claim(s) from alternate or opposing claims, and **organize** the reasons and evidence logically.
		   c. **Use** words, phrases, and clauses to **create** cohesion and **clarify** the relationships among claims(s), counterclaims, reasons, and evidence.
		   d. **Establish and maintain** a formal style.
		   e. **Provide** a concluding statement or section that **follows from and supports** the argument presented.
			W.6-8.1a-e

		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 purposes; **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, 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.
			W.6-8.2a-f

		f. **Provide** a concluding statement or section that **follows from and supports** the information or explanation presented.	
		3. N/A as a separate requirement.	W.6-8.3
	Production & Distribution of Writing	4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6-8.4
		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.	W.6-8.5
		6. **Use** technology, **including** the internet, to produce, **publish** writing and **present** the relationships between information and ideas clearly and efficiently.	W.6-8.6
	Research to Build & Present Knowledge	7. **Conduct** short research projects to **answer** a question (including a self-generated question), **generating** additional related, focused questions that allow for multiple avenues or exploration.	W.6-8.7
		8. **Gather** relevant information from multiple authoritative print and digital sources; **using** search terms effectively; **assess** the credibility and accuracy of each source; and **quote or paraphrase** the date and conclusions of others while **avoiding** plagiarism and **following** a standard format for citation.	W.6-8.8
		9. **Draw** evidence from literacy or informational texts to **support** analysis, reflection, and research.	W.6-8.9a-b
	Range of Writing	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.	W.6-8.10