

Grades 6, 7, 8

Adopted 2016

Reading Standards for Literacy in History/Social Studies

Key Ideas and 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 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). [RH.6-8.3](#)

Craft and 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 of particular facts). [RH.6-8.6](#)

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in 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 and Level of Text Complexity

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. [RH.6-8.10](#)

Reading Standards for Literacy in Science and Technical Subjects

Key Ideas and 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 multistep procedure when carrying out experiments taking measurements, or performing technical tasks. **RST.6-8.3**
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Craft and 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**
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Integration of Knowledge and Ideas

7. Integrate quantitative 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**
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Range of Reading and Level of Text Complexity

10. By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently. **RST.6-8.10**
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Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Craft and Structure

1. Write arguments focused on discipline-specific content. **WHST.6-8.1**
 - A. Introduce 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. **WHST.6-8.1.A**
 - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. **WHST.6-8.1.B**
 - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **WHST.6-8.1.C**
 - D. Establish and maintain a formal style. **WHST.6-8.1.D**
 - E. Provide a concluding statement or section that follows from and supports the argument presented. **WHST.6-8.1.E**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. **WHST.6-8.2**
 - 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. **WHST.6-8.2.A**
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **WHST.6-8.2.B**
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **WHST.6-8.2.C**
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic. **WHST.6-8.2.D**
 - E. Establish and maintain a formal style and objective tone. **WHST.6-8.2.E**
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented. **WHST.6-8.2.F**
 3. Not applicable as a separate requirement. **WHST.6-8.3**
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Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **WHST.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. **WHST.6-8.5**
 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. **WHST.6-8.6**
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Research to Build and Present Knowledge

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. **WHST.6-8.7**
 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. **WHST.6-8.8**
 9. Draw evidence from information to support analysis, reflection, and research. **WHST.6-8.9**
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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. **WHST.6-8.10**