Arkansas Science

Disciplinary Literacy Standards for Science: Grades 6, 7, 8

Adopted 2016

Reading Standards for Literacy in Science

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 multi-step procedure when carrying out experiments taking measurements, or performing technical tasks. RST.6-8.3

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

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

Range of Reading and Level of Text Complexity

). 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 Science

Text Types and Purposes

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

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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7. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.7
8. 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.6-8.8
9. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. WHST.6-8.9

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