

Literacy_and_SSIPS_Standards

Reading Standards for Literacy in History/Social Studies (RHSS) Grades 6-8

I

A Key Ideas and Details I.A

- 1 Cite specific textual evidence to support analysis of primary and secondary sources. I.A.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. I.A.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). I.A.3

B Craft and Structure I.B

- 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. I.B.4
- 5 Describe how a text presents information (e.g., sequentially, comparatively, causally). I.B.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). I.B.6

C Integration of Knowledge and Ideas I.C

- 7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. I.C.7
- 8 Distinguish among fact, opinion, and reasoned judgment in a text. I.C.8
- 9 Analyze the relationship between a primary and secondary source on the same topic. I.C.9

D Range of Reading and Level of Text Complexity I.D

- 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. I.D.10

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST) Grades 6-8

II

A Text Types and Purposes II.A

- 1 Write arguments focused on discipline-specific content. **II.A.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. **II.A.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. **II.A.1.B**
 - c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **II.A.1.C**
 - d Establish and maintain a formal style. **II.A.1.D**
 - e Provide a concluding statement or section that follows from and supports the argument presented. **II.A.1.E**
- 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. **II.A.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. **II.A.2.A**
 - b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **II.A.2.B**
 - c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **II.A.2.C**
 - d Use precise language and domain-specific vocabulary to inform about or explain the topic. **II.A.2.D**
 - e Establish and maintain a formal style and objective tone. **II.A.2.E**
 - f Provide a concluding statement or section that follows from and supports the information or explanation presented. **II.A.2.F**
- 3 Not applicable as a separate requirement. **II.A.3**

B Production and Distribution of Writing **II.B**

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **II.B.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. **II.B.5**
- 6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. **II.B.6**

C Research to Build and Present Knowledge **II.C**

- 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. **II.C.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. **II.C.8**
- 9 Draw evidence from informational texts to support analysis, reflection, and research. **II.C.9**

D Range of Writing **II.D**

- 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. **II.D.10**

Information Processing Skills K-12 **III**

A Compare similarities and differences. **III.A**

B Organize items chronologically. **III.B**

C Identify issues and/or problems and alternative solutions. **III.C**

D Distinguish between fact and opinion. **III.D**

E Identify main idea, detail, sequence of events, and cause and effect in a social studies context. **III.E**

F Identify and use primary and secondary sources. **III.F**

G Interpret timelines, charts, and tables. **III.G**

H Identify social studies reference resources to use for a specific purpose. **III.H**

I Construct charts and tables. **III.I**

J Analyze artifacts. **III.J**

K Draw conclusions and make generalizations. **III.K**

L Analyze graphs and diagrams. **III.L**

M Translate dates into centuries, eras, or ages. **III.M**

N Formulate appropriate research questions. **III.N**

O Determine adequacy and/or relevancy of information. **III.O**

P Check for consistency of information. **III.P**

Q Interpret political cartoons. **III.Q**