Mississippi English Language Arts

Literacy & Writing: Grades 6-8

Reading History/Social Studies (RH)

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 and 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 Science and Technical Subjects (RST)

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

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Follow precisely a multistep 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

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

Writing in History/Social Studies, Science, and Technical Subjects (WHST)

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

Skip to main content

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 the information or explanation presented. WHST.6-8.2.F

3 Not Applicable 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

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 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 informational texts to support analysis, reflection, and research. WHST.6-8.9

Range of Writing

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. WHST.6-8.10