

# 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 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](#)

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### 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](#)

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### 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](#)

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### 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](#)
- 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 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**

- 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**
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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 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**
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### **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**