New York Literacy in History/Social Studies, Science, and Technical Subjects

Grades 6, 7, 8

Adopted 2017

Literacy Standards for Reading 6-8

Key Ideas and Details

1. Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.1
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.2
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.3

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RL.4
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. RL.5
6. Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts. RL.6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including across multiple texts. RL.7
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RL.8
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RL.9

Reading Standards for Literacy in History/Social Studies 6-8

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.1
2. Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. RH.2

Skip to main content

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.3

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies. RH.4
5. Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically). RH.5
6. Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.). RH.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.7
8. Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic. RH.8
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RH.9

Reading Standards for Literacy in Science and Technical Subjects 6-8

Key Ideas and Details

1. Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions. RST.1
2. Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. RST.2
3. Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc. RST.3

Craft and Structure

4. Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources. RST.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.5
6. Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic. RST.6

Integration of Knowledge and Ideas

7. Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table). RST.7

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8. For scientific sources, distinguish between observation and inference based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment. RST.8
9. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic. RST.9

Literacy Standards for Writing 6-12

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. WL.1
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WL.2
3. Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences. WL.3
4. Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences. WL.4

Research to Build and Present Knowledge

5. Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation. WL.5
6. Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. WL.6
7. Draw evidence from literary or informational texts to support analysis, reflection, and research. WL.7

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

Text Types and Purposes

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

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2. Write informative/explanatory text focused on discipline-specific content. WHST.2
    a. Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose. WHST.2.A
    b. Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples. WHST.2.B
    c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. WHST.2.C
    d. Use precise language and content-specific vocabulary to inform and/or to explain the topic. WHST.2.D
    e. Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience. WHST.2.E
3. Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks. WHST.3
4. Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. WHST.4

Research to Build and Present Knowledge

5. Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.5
6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6
7. Draw evidence from informational texts to support analysis, reflection, and research. WHST.7