Oregon Standards for Literacy in History/Social Studies & Technical Subjects

# Grades 6, 7, 8

Adopted 2019

## College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 6-8.CCR.R.1
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 6-8.CCR.R.2
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 6-8.CCR.R.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. 6-8.CCR.R.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. 6-8.CCR.R.5
6. Assess how point of view or purpose shapes the content and style of a text. 6-8.CCR.R.6

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 6-8.CCR.R.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. 6-8.CCR.R.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. 6-8.CCR.R.9

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. 6-8.CCR.R.10

**Re** **eading History/Social Studies**
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1. Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support primary and secondary source analysis. 6-8.RH.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. 6-8.RH.2
3. Identify key steps in a text's description of a process related to history/social studies. 6-8.RH.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. 6-8.RH.4
5. Describe how a text presents information. 6-8.RH.5
6. Identify aspects of a text that reveal an author's perspective or purpose. 6-8.RH.6

**Integration of Knowledge and Ideas**

7. Integrate visual information with other information in print and digital texts. 6-8.RH.7
8. Distinguish among fact, opinion, and reasoned judgment in a text. 6-8.RH.8
9. Analyze the relationship between a primary and secondary source on the same topic. 6-8.RH.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. 6-8.RH.10

**College and Career Readiness Anchor Standards for Writing**

**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. 6-8.CCR.W.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. 6-8.CCR.W.2
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 6-8.CCR.W.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. 6-8.CCR.W.4
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6-8.CCR.W.5
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 6-8.CCR.W.6

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**..esearch to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 6-8.CCR.W.7
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 6-8.CCR.W.8
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 6-8.CCR.W.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 tasks, purposes, and audiences. 6-8.CCR.W.10

**Writing Standards**

**Text Types and Purposes**

1. Write arguments focused on discipline-specific content. 6-8.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. 6-8.WHST.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. 6-8.WHST.1.B
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 6-8.WHST.1.C
   d. Establish and maintain an appropriate style for content, purpose, and audience. 6-8.WHST.1.D
   e. Provide a concluding statement or section that follows from and supports the argument presented. 6-8.WHST.1.E

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2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 6-8.WHST.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, graphics, and multimedia when useful in aiding comprehension. 6-8.WHST.2.A
    b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 6-8.WHST.2.B
    c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 6-8.WHST.2.C
    d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 6-8.WHST.2.D
    e. Establish and maintain an appropriate style for content, purpose, and audience. 6-8.WHST.2.E
    f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 6-8.WHST.2.F
3. Not applicable as a separate requirement. 6-8.WHST.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. 6-8.WHST.4
5. With guidance and support, 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. 6-8.WHST.5
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. 6-8.WHST.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 that allow for multiple avenues of exploration. 6-8.WHST.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. 6-8.WHST.8
9. Draw evidence from informational texts to support analysis, reflection, and research. 6-8.WHST.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. 6-8.WHST.10

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## Reading Science and Technical Subjects

### Key Ideas and Details

1. Analyze what science and technical texts say explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis. 6-8.RST.1
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 6-8.RST.2
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. 6-8.RST.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. 6-8.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. 6-8.RST.5
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. 6-8.RST.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. 6-8.RST.7
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 6-8.RST.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. 6-8.RST.9

### Range 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. 6-8.RST.10