

# Grades 6, 7, 8

Adopted 2017

## History/Social Studies

### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources. [RH.6-8.1](#)
2. Analyze content-area-specific text development. [RH.6-8.2](#)
  - a. Determine the central ideas or information of a primary or secondary source. [RH.6-8.2.A](#)
  - b. Provide an accurate summary that includes the central ideas of the source. [RH.6-8.2.B](#)
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 perspective 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, comprehend, and respond to history/social studies texts in the grades 6–8 text complexity band independently and proficiently. [RH.6-8.10](#)
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## Science and Technical Subjects

### Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts. [RST.6-8.1](#)
  2. Analyze content-area-specific text development. [RST.6-8.2](#)
    - a. Determine the central ideas or conclusions of a text. [RST.6-8.2.A](#)
    - b. Provide an accurate and objective summary that includes the central ideas or conclusions of the text. [RST.6-8.2.B](#)
  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, comprehend, and respond to science/technical texts in the grades 6–8 text complexity band independently and proficiently. [RST.6-8.10](#)
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**Writing Standards for  
Literacy in  
History/Social Studies,  
Science, and Technical  
Subjects**

**Text Types and Purposes**

1. Write arguments focused on discipline-specific content. **WHST.6-8.1**
  - a. Establish a clear thesis statement to present and argument. **WHST.6-8.1.A**
  - b. 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.B**
  - c. 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.C**
  - d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **WHST.6-8.1.D**
  - e. Establish and maintain a formal style. **WHST.6-8.1.E**
  - f. Provide a concluding statement or section that follows from and supports the argument presented. **WHST.6-8.1.F**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. **WHST.6-8.2**
  - a. Establish a thesis statement to present information. **WHST.6-8.2.A**
  - b. 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.B**
  - c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **WHST.6-8.2.C**
  - d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **WHST.6-8.2.D**
  - e. Use precise language and domain-specific vocabulary to inform about or explain the topic. **WHST.6-8.2.E**
  - f. Establish and maintain a formal style and objective tone. **WHST.6-8.2.F**
  - g. Provide a concluding statement or section that follows from and supports the information or explanation presented. **WHST.6-8.2.G**
3. not applicable as a separate requirement **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 that allow 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 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](#)