**Literacy in Social Studies Standards**

**Key Ideas and Details**

* [CCSS.ELA-Literacy.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.
* [CCSS.ELA-Literacy.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) 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.
* [CCSS.ELA-Literacy.RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/) 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).

**Craft and Structure**

* [CCSS.ELA-Literacy.RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
* [CCSS.ELA-Literacy.RH.6-8.5](http://www.corestandards.org/ELA-Literacy/RH/6-8/5/) Describe how a text presents information (e.g., sequentially, comparatively, causally).
* [CCSS.ELA-Literacy.RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) 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).

**Integration of Knowledge and Ideas**

* [CCSS.ELA-Literacy.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
* [CCSS.ELA-Literacy.RH.6-8.8](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/) Distinguish among fact, opinion, and reasoned judgment in a text.
* [CCSS.ELA-Literacy.RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/) Analyze the relationship between a primary and secondary source on the same topic.

**Range of Reading and Level of Text Complexity**

* [CCSS.ELA-Literacy.RH.6-8.10](http://www.corestandards.org/ELA-Literacy/RH/6-8/10/) By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

**Literacy in Science Standards**

**Key Ideas and Details**

* [CCSS.ELA-Literacy.RST.6-8.1](http://www.corestandards.org/ELA-Literacy/RST/6-8/1/) Cite specific textual evidence to support analysis of science and technical texts.
* [CCSS.ELA-Literacy.RST.6-8.2](http://www.corestandards.org/ELA-Literacy/RST/6-8/2/) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
* [CCSS.ELA-Literacy.RST.6-8.3](http://www.corestandards.org/ELA-Literacy/RST/6-8/3/) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**Craft and Structure**

* [CCSS.ELA-Literacy.RST.6-8.4](http://www.corestandards.org/ELA-Literacy/RST/6-8/4/) 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*.
* [CCSS.ELA-Literacy.RST.6-8.5](http://www.corestandards.org/ELA-Literacy/RST/6-8/5/) 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.
* [CCSS.ELA-Literacy.RST.6-8.6](http://www.corestandards.org/ELA-Literacy/RST/6-8/6/) Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

**Integration of Knowledge and Ideas**

* [CCSS.ELA-Literacy.RST.6-8.7](http://www.corestandards.org/ELA-Literacy/RST/6-8/7/) 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).
* [CCSS.ELA-Literacy.RST.6-8.8](http://www.corestandards.org/ELA-Literacy/RST/6-8/8/) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
* [CCSS.ELA-Literacy.RST.6-8.9](http://www.corestandards.org/ELA-Literacy/RST/6-8/9/) Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

**Range of Reading and Level of Text Complexity**

* [CCSS.ELA-Literacy.RST.6-8.10](http://www.corestandards.org/ELA-Literacy/RST/6-8/10/) By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

**Writing in Science/Social Studies Standards**

* [CCSS.ELA-Literacy.WHST.6-8.1](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/) Write arguments focused on *discipline-specific content*.
  + [CCSS.ELA-Literacy.WHST.6-8.1a](http://www.corestandards.org/ELA-Literacy/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.
  + [CCSS.ELA-Literacy.WHST.6-8.1b](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/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.
  + [CCSS.ELA-Literacy.WHST.6-8.1c](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/c/) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  + [CCSS.ELA-Literacy.WHST.6-8.1d](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/d/) Establish and maintain a formal style.
  + [CCSS.ELA-Literacy.WHST.6-8.1e](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/e/) Provide a concluding statement or section that follows from and supports the argument presented.
* [CCSS.ELA-Literacy.WHST.6-8.2](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  + [CCSS.ELA-Literacy.WHST.6-8.2a](http://www.corestandards.org/ELA-Literacy/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.
  + [CCSS.ELA-Literacy.WHST.6-8.2b](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/b/) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  + [CCSS.ELA-Literacy.WHST.6-8.2c](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/c/) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  + [CCSS.ELA-Literacy.WHST.6-8.2d](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.
  + [CCSS.ELA-Literacy.WHST.6-8.2e](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/e/) Establish and maintain a formal style and objective tone.
  + [CCSS.ELA-Literacy.WHST.6-8.2f](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/f/) Provide a concluding statement or section that follows from and supports the information or explanation presented.
* (See note; not applicable as a separate requirement)

**Production and Distribution of Writing**

* [CCSS.ELA-Literacy.WHST.6-8.4](http://www.corestandards.org/ELA-Literacy/WHST/6-8/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* [CCSS.ELA-Literacy.WHST.6-8.5](http://www.corestandards.org/ELA-Literacy/WHST/6-8/5/) 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.
* [CCSS.ELA-Literacy.WHST.6-8.6](http://www.corestandards.org/ELA-Literacy/WHST/6-8/6/) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**Research to Build and Present Knowledge**

* [CCSS.ELA-Literacy.WHST.6-8.7](http://www.corestandards.org/ELA-Literacy/WHST/6-8/7/) 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.
* [CCSS.ELA-Literacy.WHST.6-8.8](http://www.corestandards.org/ELA-Literacy/WHST/6-8/8/) 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.
* [CCSS.ELA-Literacy.WHST.6-8.9](http://www.corestandards.org/ELA-Literacy/WHST/6-8/9/) Draw evidence from informational texts to support analysis reflection, and research.

**Range of Writing**

* [CCSS.ELA-Literacy.WHST.6-8.10](http://www.corestandards.org/ELA-Literacy/WHST/6-8/10/) 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.