



ENGLISH LANGUAGE ARTS

ARIZONA ACADEMIC CONTENT STANDARDS

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

Approved by the Arizona State Board of Education
June 28, 2010

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

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Grade 6-8 students:

Craft and Structure

1. 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)**
2. Describe how a text presents information (e.g., sequentially, comparatively, causally). **(6-8.RH.5)**
3. 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). **(6-8.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. **(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)**
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)**

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

Grade 6-8 students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts. **(6-8.RST.1)**
2. Determine the central ideas or conclusions of a 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)**
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 (e.g., in a flowchart, diagram, model, graph, or table). **(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 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. **(6-8.RST.10)**

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

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grade 6-8 students:

Text Types and Purposes

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

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 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.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **(6-8.WHST.2)**

2. (See note; not applicable as a separate requirement) **(6-8.WHST.3)**

Grade 6-8 students:

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments

and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of

historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their

investigations or technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **(6-8.WHST.4)**
 - a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience. **(AZ. 6-8.WHST.4)**
4. 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. **(6-8.WHST.5)**
5. 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

Grade 6-8 students:

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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