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| **Reading for Science and Technical Subject** | **Reading for Information Text** | **Reading for History** |
| **RST.6-8.1**  Cite specific textual evidence to support analysis of science and technical texts. | **8.RI.1**  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **RH.6-8.1**  Cite specific textual evidence to support analysis of primary and secondary sources |
| **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. | **8.RI.2**  Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | **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. |
| **RST.6-8.3**  Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | **8.RI.3**  Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | **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). |
| **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*. | **8.RI.4**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | **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 |
| **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. | **8.RI.5**  Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.   1. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. | **RH.6-8.5**  Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| **RST.6-8.6**  Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | **8.RI.6**  Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | **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). |
| **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). | **8.RI.7**  Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | **RH.6-8.7**  Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| **RST.6-8.8**  Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | **8.RI.8**  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | **RH.6-8.8**  Distinguish among fact, opinion, and reasoned judgment in a text. |
| **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. | **8.RI.9**  Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | **RH.6-8.9**  Analyze the relationship between a primary and secondary source on the same topic. |
| **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. | **8.RI.10**  By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | **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 |

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| **Writing Standards** | **Writing for History and Technical Subjects** |
| **8.W.1**  Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented. | **WHST.6-8.1 a-e**  Write arguments focused on *discipline-specific content*.   1. 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. 2. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented. |
| **8.W.2 a-f**  Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; 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.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | **WHST.6-8.2 a-f**  Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.   1. 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. 2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style and objective tone. 6. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **8.W.3 a-e**  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.   1. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 2. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. 3. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 4. Provide a conclusion that follows from and reflects on the narrated experiences or events. | **WHST.6-8.3**  (See note; not applicable as a separate requirement) |
| **8.W.4**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **WHST.6-8.4**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **8.W.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**  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. |
| **8.W.6**  Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | **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. |
| **8.W.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**  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. |
| **8.W.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**  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. |
| **8.W.9 a-b**  Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). 2. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). | **WHST.6-8.9**  Draw evidence from informational texts to support analysis, reflection, and research. |
| **8.W.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 discipline-specific tasks, purposes, and audiences. | **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. |