

Grades 6-8: Reading and Writing History/Social Studies

Standard	Learning Targets	Units
(RI) Reading for Informational Text: Key Ideas		
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	I can locate and cite evidence in primary and secondary sources. [RH.6-8.1] I can distinguish between primary and secondary sources. [RH.6-8.1]	
RH.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.	I can determine the central ideas or conclusions of a text. [RH.6-8.2] I can summarize what the text says without including my own opinion about the subject matter. [RH.6-8.2]	
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).	I can identify and describe the key steps in a process described in a text, such as how a bill becomes a law. [RH.6-8.3]	
(RI) Reading for Informational Text: Craft and Structure		
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.	I can determine the meanings of words and phrases as they are used in a text. [RH.6-8.4] I can learn and use vocabulary terms specific to history/social studies. [RH.6-8.4] I can describe how a text presents information (e.g., sequentially, comparatively, casually, etc.). [RH.6-8.5]	
RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	I can describe how a text presents information (e.g., sequentially, comparatively, casually, etc.). [RH.6-8.5]	
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).	I can analyze how specific word choice impacts the meaning and tone of a text. [RH.6-8.6] I can define loaded language and recognize loaded language in a text. [RH.6-8.6] I can analyze how a portion of a text contributes to the author’s point of view or purpose. [RH.6-8.6] I can describe how certain facts are or are not presented in a text, and describe what this reveals about the author’s point of view or purpose. [RH.6-8.6]	

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<p>(RI) Reading for Informational Text: Integration of Knowledge and Ideas</p>		
<p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>I can refer to charts, graphs, photographs, videos, and maps and understand how the information connects to what I am reading in a print or digital text. [RH.6-8.7]</p>	
<p>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>I can identify facts, opinions, and reasoned judgments presented in a text. [RH.6-8.8]</p>	
<p>RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>I can compare and contrast information presented in a primary and secondary source on the same topic. [RH.6-8.9]</p> <p>I can analyze how information is presented in a primary source versus a secondary source on the same topic. [RH.6-8.9]</p>	
<p>(RI) Reading for Informational: Range of Reading and Level of Text Complexity</p>		
<p>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.</p>	<p>I can distinguish between portions of a text that I understand versus portions that I don't understand. [RH.6-8.10]</p> <p>I can use various reading and note-taking strategies that will help me locate portions of a text that are difficult for me. [RH.6-8.10]</p> <p>I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RH.6-8.10]</p>	

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Writing: History/Social Studies		
(W) Writing: Text Types and Purposes		
<p>WHST.6-8.1</p> <p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> • 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. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>I can write arguments to support claims with clear reasons and relevant evidence. [WHST.6-8.1]</p> <p>I can introduce a claim and organize the reasons and evidence clearly. [WHST.6-8.1]</p> <p>I can distinguish between a a source that is credible and one that is not. [WHST.6-8.1]</p> <p>I can support my claim(s) with clear reasons and relevant evidence, using credible sources that demonstrate an understanding of the topic or text. [WHST.6-8.1]</p> <p>I can use words, phrases, and clauses to clarify the relationships among claims, counterclaims, and reasons. [WHST.6-8.1]</p> <p>I can establish and maintain a formal style. [WHST.6-8.1]</p> <p>I can provide a concluding statement or section that follows from the argument. [WHST.6-8.1]</p>	
<p>WHST.6-8.2</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • 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. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>I can write informational/explanatory texts that examine and convey ideas, concepts, and other information. [WHST.6-8.2]</p> <p>I can select, organize, and analyze ideas, concepts, and processes. [WHST.6-8.2]</p> <p>I can introduce a topic clearly and develop it with relevant facts, definitions, concrete details, quotations, and examples. [WHST.6-8.2]</p> <p>I can incorporate formatting, graphics, and multimedia into my informational/explanatory texts. [WHST.6-8.2]</p> <p>I can organize ideas, concepts, and information into broader categories to better achieve my purpose. [WHST.6-8.2]</p> <p>I can use appropriate transitions to clarify the relationships among ideas and concepts. [WHST.6-8.2]</p> <p>I can use vocabulary specific to what I'm studying to inform about or explain the topic. [WHST.6-8.2]</p> <p>I can establish and maintain a formal style. [WHST.6-8.2]</p> <p>I can provide a concluding statement or section that follows from the information or explanation presented. [WHST.6-8.2]</p>	

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<p>WHST.6-8.3</p> <p>See the following note; not applicable as a separate requirement.</p> <ul style="list-style-type: none"> 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. 	<p>I can build my knowledge of individuals and events in history by examining narrative accounts of these individuals and events. [WHST.6-8.3]</p> <p>I can analyze individuals and events in history by examining narrative accounts of these individuals and events. [WHST.6-8.3]</p> <p>I can better understand how a procedure or process works by examining and describing each step of the procedure or process. [WHST.6-8.3]</p> <p>I can be objective in describing the various steps of a process or procedure. [WHST.6-8.3]</p>	
W) Writing: Production and Distribution of Writing		
<p>WHST.6-8.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>I can understand my task, purpose, and audience when I write. [WHST.6-8.4]</p> <p>I can match the development, organization, and style of my writing to my task, audience, and purpose. [WHST.6-8.4]</p>	
<p>WHST.6-8.5</p> <p>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.</p>	<p>I can understand writing as a process of planning, revising, editing, and rewriting. [WHST.6-8.5]</p> <p>I can develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach. [WHST.6-8.5]</p>	
<p>WHST.6-8.6-8</p> <p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>I can use technology, including the internet, to interact and collaborate with others on the writing process. [WHST.6-8.6-8]</p>	

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(W) Writing: Research to Build and Present Knowledge		
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.	I can conduct short research projects to answer a question I have or one that is assigned to me. [WHST.6-8.7] I can draw on several sources when conducting research and can adapt and refocus my search if necessary. [WHST.6-8.7]	
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.	I can gather relevant information from multiple print and digital sources using search terms effectively. [WHST.6-8.8] I can assess the credibility of each source in answering a research question. [WHST.6-8.8] I can quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. [WHST.6-8.8]	
WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.	I can draw evidence from informational texts to support my analysis, reflection, and research. [WHST.6-8.9]	
(W) Writing: Range of Writing		
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.	I can design a work plan to appropriately match the task, purpose, and audience for a piece of writing. [WHST.6-8.10] I can design a work plan that includes time for research, reflection, and revision. [WHST.6-8.10] I can write routinely over shorter time frames for a range of tasks, purposes, and audiences. [WHST.6-8.10] I can write routinely over extended time frames for a range of tasks, purposes, and audiences. [WHST.6-8.10]	