Grades 6–8 Reading Standards

Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

The standards below begin at grade 6; standards for pre-K–5 reading in history/social studies, science, mathematics,[1] and career and technical subjects are integrated into the pre-K–5 Reading 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.

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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.
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

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
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

7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. (See more on qualitative and quantitative dimensions of text complexity.)

Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

Note: These standards do not apply to mathematics. This Framework does not set expectations for reading in mathematics at grades 6–12.

Key Ideas and Details

[1] This Framework does not set expectations for reading in mathematics at grades 6–12.

1. Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

4. Determine the meaning of general academic vocabulary as well as symbols, notation, 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*.
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. Analyze an author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

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).
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
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

10. Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. (See more on qualitative and quantitative dimensions of text complexity.)

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

The standards below begin at grade 6; standards for pre-K–5 writing in history/social studies, science, mathematics, and technical subjects are integrated into the pre-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.

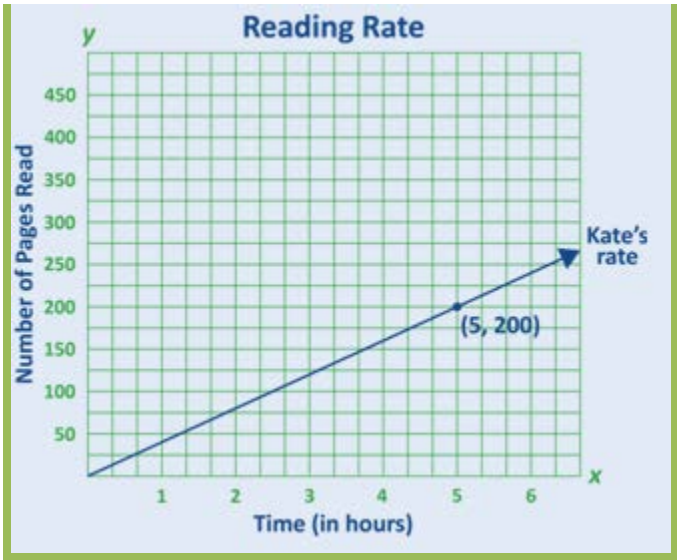
Text Types and Purposes

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/critiques, and organize the reasons and evidence logically in paragraphs and sections.
    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 with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence.

d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

e. Provide a concluding statement or section that follows from and supports the argument presented.



Grade 8 math students read, write, and reason to solve this problem:
Kate is reading a 500-page book. The graph represents the relationship between the number of hours Kate has spent reading and the number of pages she has read.
a. At what rate, in pages per hour, is Kate reading? Show or explain how you got your answer.
b. What is the total amount of time, in hours, it will take Kate to read the entire 500-page book? Show or explain how you got your answer.
Edward is reading the same 500-page book. The equation y=50x represents the relationship between y, the number of pages he has read, and x, the number of hours he has spent reading.
c. On the grid, graph the equation that represents the number of hours that Edward has spent reading and the number of pages he has read. Label the line "Edward's rate."
Edward thinks he will finish reading the book in less time than Kate. Is he correct? Show or explain how you got your answer.

Connections to the Standards for Mathematical Practice
2. Reason abstractly and quantitatively.
3. Construct viable arguments and respond to the reasoning of others.
See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (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, concepts, or procedures.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

In a Massachusetts Writing Standards in Action sample of informational/explanatory text, a seventh grader uses research on archaeological discoveries in Egypt's Valley of the Kings as the basis for creating an imagined first-hand account in a fictional archaeologist's journal. Through a number of sometimes extended entries, the writer sustains a believable tone and sense of wonder. (W.7.3, WCA.6–8.2, WCA.6–8.8, L.7.1, L.7.2, L.7.3)

3. (See note; not applicable as a separate requirement.)[2]

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.

Two writers' responses to the Dalai Lama's essay, "Many Faiths, One Truth," published in the* New York Times*, are text-based essays that use a formal tone and careful organization appropriate to the Letters to the Editor section of a major newspaper. (WCA.6–8.1, WCA.6–8.4, WCA.6–8.9, RCA.8.1, RCA.6–8.6, RCA.6–8.8, L.8.2, L.8.3) See the Massachusetts Writing Standards in Action Project for more.

5. 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.

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

6. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained 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.

If you could go back to ancient Greece, would you rather live in Athens or in Sparta? In a paired set of arguments posted on Massachusetts Writing Standards in Action, two students make separate cases for the superiority of Athens and Sparta respectively, supporting their arguments with what they have read about the city states in social studies classes. (WCA.6–8.1, WCA.6–8.7, L.6.3, L.6.6)

[2] 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, mathematics, and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations, analyses, or technical work so that others can replicate them and (possibly) reach the same results. In addition, career/vocational courses may involve more specific forms of narrative composition: scripts and storyboards in filmmaking, timelines and interview write-ups in journalism, instructions for a tool's assembly or safe use in carpentry, and more.

8. When conducting research, 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.

   For example, in a science unit, students explore ecosystem dynamics as seen through a study of invasive species. They research how invasive species are introduced, the impacts they have on local food webs, and how ecosystems react to invasives. The unit involves reading and research, vocabulary development, models, data analysis and writing. (RCA-ST.6–8.4, WCA.6–8.8, WCA.6–8.9)

9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

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.

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

The standards below begin at grade 6; standards for pre-K–5 speaking and listening are integrated into the pre-K–5 Speaking and Listening 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.

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *discipline-specific topics, texts, and issues*, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
   b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
   c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
   d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

   Connections to the Standards for Mathematical Practice

   2. Reason abstractly and quantitatively.

   3. Construct viable arguments and respond to the reasoning of others.

   See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

6. Attend to precision.

See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.

For example, students in a music class experience and analyze various "theme and variations" in musical compositions. They use their understanding of variation of a musical theme to analyze how American composer Charles Ives manipulated and varied a familiar musical tune, "America." The unit culminates with a summative performance in which collaborative groups compose and perform original short themes and three variations on them and explain their work. (RCA-ST.6–8.4, RCA-ST.6–8.5, SLCA.6–8.4)

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

6. Attend to precision.

See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

For example, as they study proportional relationships in math, students learn to use data to construct linear graphs and to explain in words the meanings of these visual displays. To demonstrate what they have learned, students research the income potential of various summer job opportunities, present the visual data, and make arguments for a particular job choice justified by valid mathematical reasoning and an explanation of how the experience the job offers supports their interests and career goals. (WCA.6–8.1, SLCA.6–8.5)

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.