

6-8th Grade Literacy in History/Social Studies, Science, and Technical Subjects Common Core Georgia Performance Standards (ELACCGPS)

| READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADES 6-8 | READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS (RST) GRADES 6-8 |
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| ➤ Key Ideas and Details | ➤ Key Ideas and Details |
| ELACC6-8RH1: Cite specific textual evidence to support analysis of primary and secondary sources. | ELACC6-8RST1: Cite specific textual evidence to support analysis of science and technical texts. |
| ELACC6-8RH2: 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. | ELACC6-8RST2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| ELACC6-8RH3: 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). | ELACC6-8RST3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. |
| ➤ Craft and Structure | ➤ Craft and Structure |
| ELACC6-8RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | ELACC6-8RST4: 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 <i>grades 6–8 texts and topics</i> . |
| ELACC6-8RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally). | ELACC6-8RST5: 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. |
| ELACC6-8RH6: 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). | ELACC6-8RST6: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. |
| ➤ Integration of Knowledge and Ideas | ➤ Integration of Knowledge and Ideas |
| ELACC6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | ELACC6-8RST7: 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). |
| ELACC6-8RH8: Distinguish among fact, opinion, and reasoned judgment in a text. | ELACC6-8RST8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. |
| ELACC6-8RH9: Analyze the relationship between a primary and secondary source on the same topic. | ELACC6-8RST9: 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 | ➤ Range of Reading and Level of Text Complexity |
| LITCC6-8RHSS10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. | ELACC6-8RST10: By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |

| WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST) |
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| ➤ Text Types and Purposes |
| ELACC6-8WHST1: Write arguments focused on <i>discipline-specific content</i> . |
| 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. |
| ELACC6-8WHST2: 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. |
| ELACC6-8WHST3: (See note; not applicable as a separate requirement) |
| ➤ Production and Distribution of Writing |
| ELACC6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| ELACC6-8WHST5: 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. |
| ELACC6-8WHST6: 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 |
| ELACC6-8WHST7: 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. |
| ELACC6-8WHST8: 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. |
| ELACC6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research. |
| ➤ Range of Writing |
| ELACC6-8WHST10: 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. |