

**Grades 6: Literacy Standards in History/Social Studies, Science, and Technical Subjects
Catalina Foothills Performance Standards**

LITERACY STANDARDS FOR READING IN HISTORY/SOCIAL STUDIES (RH) GRADE 6	LITERACY STANDARDS FOR READING IN SCIENCE AND TECHNICAL SUBJECTS (RST) GRADE 6
Key Ideas and Details	Key Ideas and Details
6.RH.1: Cite specific textual evidence to support analysis of primary and secondary sources.	6.RST.1: Cite specific textual evidence to support analysis of science and technical texts.
6.RH.2: Determine a central idea or information in a primary or secondary source; provide an accurate summary of the source.	6.RST.2: Determine a central idea or conclusion in a text; provide an accurate summary of the text.
6.RH.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a civilization developed, how one would become a king or queen in a monarchy).	6.RST.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Craft and Structure	Craft and Structure
6.RH.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.	6.RST.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 <i>grade 6 texts and topics</i> .
6.RH.5: Describe how a particular section of a text presents information (e.g., sequentially, comparatively, and/or causally).	6.RST.5: Describe how a particular section of a text presents information (e.g., sequentially, comparatively, and/or causally).
6.RH.6: Determine the author’s point of view or purpose in a text.	6.RST.6: Identify different kinds of evidence an author uses to develop an argument or explanation.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
6.RH.7: Interpret visual information (e.g., in charts, graphs, photographs, videos, or maps) pertaining to history/social studies.	6.RST.7: Interpret quantitative or technical information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
6.RH.8: Identify and assess the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.RST.8: Identify and assess the specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.RH.9: Compare the information contained in a primary and secondary source on the same topic.	6.RST.9: Summarize information gained from multiple sources on the same topic (e.g., experiments, simulations, videos, multimedia sources, print text).
Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity
6-8.RH.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.RST.10: By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

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LITERACY STANDARDS FOR WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADE 6 (WHST)
Text Types and Purposes
6.WHST.1: Write arguments focused on <i>discipline-specific content</i> .
a. Introduce claim(s) about a topic or issue, and organize the reasons and evidence clearly.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from the argument presented.
6.WHST.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to 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 the information or explanation presented.
6.WHST.3: (Not applicable as a separate requirement.)
Production and Distribution of Writing
6.WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.
6.WHST.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.
6.WHST.6: Use technology, including the Internet, to produce and publish writing.
Research to Build and Present Knowledge
6.WHST.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
6.WHST.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.WHST.9: Draw specific evidence from informational texts to support analysis, reflection, and research.
Range of Writing
6.WHST.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.