

**Grade 8: Literacy Standards in History/Social Studies, Science, and Technical Subjects  
Catalina Foothills Performance Standards**

<b>LITERACY STANDARDS FOR READING IN HISTORY/SOCIAL STUDIES (RH) GRADE 8</b>	<b>LITERACY STANDARDS FOR READING IN SCIENCE AND TECHNICAL SUBJECTS (RST) GRADE 8</b>
<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>
<b>8.RH.1:</b> Cite the textual evidence that most strongly supports analysis of primary and secondary sources.	<b>8.RST.1:</b> Cite the textual evidence that most strongly supports analysis of science and technical texts.
<b>8.RH.2:</b> Determine the central ideas of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<b>8.RST.2:</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
<b>8.RH.3:</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how the electoral process functions in the selection of a president).	<b>8.RST.3:</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<b>Craft and Structure</b>	<b>Craft and Structure</b>
<b>8.RH.4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b>8.RST.4:</b> 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> .
<b>8.RH.5:</b> Analyze in detail the structure of a specific section in a text, including the role of particular sentences in developing and refining a key concept.	<b>8.RST.5:</b> Analyze in detail the structure of a specific section in a text, including the role of particular sentences in developing and refining a key concept.
<b>8.RH.6:</b> 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).	<b>8.RST.6:</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>
<b>8.RH.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>8.RST.7:</b> 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).
<b>8.RH.8:</b> Distinguish among fact, opinion, and reasoned judgment in a text to determine the validity of the claims.	<b>8.RST.8:</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text to determine the validity of the claims/conclusions.
<b>8.RH.9:</b> Analyze the relationship between a primary and secondary source on the same topic.	<b>8.RST.9:</b> Compare and contrast the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text on the same topic.
<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>
<b>6-8.RH.10:</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	<b>6-8.RST.10:</b> 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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<b>LITERACY STANDARDS FOR WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADE 8 (WHST)</b>
<b>Text Types and Purposes</b>
<b>8.WHST.1:</b> 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 or supports the argument presented.
<b>8.WHST.2:</b> 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.
<b>8.WHST.3:</b> (Not applicable as a separate requirement.)
<b>Production and Distribution of Writing</b>
<b>8.WHST.4:</b> 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.
<b>8.WHST.5:</b> 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.
<b>8.WHST.6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>Research to Build and Present Knowledge</b>
<b>8.WHST.7:</b> 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.
<b>8.WHST.8:</b> 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.
<b>8.WHST.9:</b> Draw evidence from informational texts that most strongly supports analysis, reflection, and research.
<b>Range of Writing</b>
<b>8.WHST.10:</b> 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.