

[Submit comments on the draft NYS Grades 6-8 Literacy Standards](#)

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING IN HISTORY/SOCIAL STUDIES	Key Ideas and Details	6-8.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources.	No change	
		6-8.RH.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.	No change	
		6-8.RH.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).	No change	
	Craft and Structure	6-8.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.	Determine the meaning of words and phrases as they are used in a text, including domain specific vocabulary related to history/social studies	Changed to clarify language.
		6-8.RH.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).	Changed to add more examples; increase breadth
		6-8.RH.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).	Identify aspects of a text that reveal an author's point of view or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.)	Changed to clarify language and include example of visual information.

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READING IN HISTORY/SOCIAL STUDIES	Integration of Knowledge and Ideas	6-8.RH.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	No change	
		6-8.RH.8	Distinguish among fact, opinion, and reasoned judgment in a text.	No change	
		6-8.RH.9	Analyze the relationship between a primary and secondary source on the same topic.	Identify and distinguish between a primary and secondary source on the same topic.	Changed to identify and clarify the student expectation.
	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.	No change	
READING IN SCIENCE AND TECHNICAL SUBJECTS	Key Ideas and Details	6-8.RST.1	Cite specific textual evidence to support analysis of science and technical texts.	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc.	Change to include breadth of features and scientific domain.
		6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Determine the central ideas or conclusions of a source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Changed to clarify language; to be more inclusive and representative of domain.
		6-8.RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.	Changed to align current standard with anchor standard.

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READING IN SCIENCE AND TECHNICAL SUBJECTS	Craft and Structure	6-8.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 grades 6–8 texts and topics.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical source relevant to grades 6–8.	Changed to clarify language.
		6-8.RST.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.	No change	
		6-8.RST.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.	Changed to clarify how scientific information is presented and address developmental concern.
	Integration of Knowledge and Ideas	6-8.RST.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).	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).	Changed to clarify language (changed integrate to identify and match).
		6-8.RST.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	For scientific sources: Distinguish between observation and inference based judgements, and reasoned judgement and opinion. For technical sources: Distinguish between facts and reasoned judgement.	Changed to separate science and technical to be more authentic to each domain.

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READING IN SCIENCE AND TECHNICAL SUBJECTS	Integration of Knowledge and Ideas	6-8.RST.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.	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.	Changed to include different types for the comparison.
	Range of Reading and Level of Text Complexity	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.	No change	
WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	Text Types and Purposes	6-8.WHST.1	Write arguments focused on discipline-specific content.	No change	
		6-8.WHST.1a	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.	No change	
		6-8.WHST.1b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	No change	

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WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	Text Types and Purposes	6-8.WHST.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence.	
		6-8.WHST.1d	Establish and maintain a formal style.	Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.	Changed to clarify language.
		6-8.WHST.1e	Provide a concluding statement or section that follows from and supports the argument presented.	No change	
		6-8.WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory text focused on discipline-specific content.	Changed to remove examples (examples limiting).
		6-8.WHST.2a	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.	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.	Changed to clarify language (removed examples that are limiting).
		6-8.WHST.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.	Changed to clarify language (replaced "quotations" with "citations" and added "data" to reflect the practices of the disciplines).

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WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	Text Types and Purposes	6-8.WHST.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	No change	
		6-8.WHST.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use precise language and domain-specific vocabulary to inform and/or to explain the topic.	Changed for grammar and language.
		6-8.WHST.2e	Establish and maintain a formal style and objective tone.	Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.	Changed to be more representative of the disciplines and to clarify and differentiate between content areas.
		6-8.WHST.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Provide a concluding statement or section that follows from and supports the information and/or explanation presented.	Changed to clarify language (added "and/or" to make more inclusive).
		6-8.WHST.3	(See note; not applicable as a separate requirement) 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.	Write narratives to develop real or imagined experiences or events appropriate to discipline-specific norms, conventions, and tasks.	Standard was not written; added expectation.

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WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	Production and Distribution of Writing	6-8.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent discipline-specific writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Changed to clarify; added "discipline specific" to acknowledge HST.
		6-8. 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, focusing on how well purpose and audience have been addressed.	Develop and strengthen writing by planning, editing (e.g. adult and peer review), revising, rewriting, and/or using a different approach.	Changed for clarity (eliminated "purpose and audience" as addressed in earlier WHST standards).
		6-8.WHST.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Select and utilize available technology, including the Internet, to produce and publish writing and to demonstrate digital citizenship when interacting and collaborating with others.	Changed to align to anchor standard.
	Research to Build and Present Knowledge	6-8.WHST.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.	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Changed to align with 6-8 ELA writing standards.
	Research to Build and Present Knowledge	6-8.WHST.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the	No change	

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			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.		
		6-8.WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.	No change	
	Range of Writing	6-8.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.	No change	