



CCA is committed to partner with parents in developing the academic, athletic, creative, and moral virtues of students to become Christian disciples who are ready to fulfill their specific God-given purpose.

## 6<sup>th</sup> - 8<sup>th</sup> Grade Literacy in History/Social Studies Standards

### Standards for Writing

#### **Production of Writing/Research Skills**

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. With some guidance and support from 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.
3. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
4. 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.
5. 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.
6. Draw evidence from informational texts to support analysis reflection, and research.
7. Produce both 2-3 pp papers (2 per semester) and weekly reflective, journal writings, 1-2 paragraphs (1-2 per week).



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## 6<sup>th</sup> - 8<sup>th</sup> Grade Literacy in History/Social Studies and Science Standards

### Standards for Writing

#### 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, 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.
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; 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.