

# 70 Reading Standards for Literacy in History/Social Studies 6–12

[RH]

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grade 6–8 Students:	Grade 9–10 Students:	Grade 11–12 Students:
<b>KEY IDEAS AND DETAILS</b>		
<ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>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.</li> <li>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).</li> </ol>	<ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</li> <li>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</li> <li>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</li> <li>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> </ol>
<b>CRAFT AND STRUCTURE</b>		
<ol style="list-style-type: none"> <li>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.</li> <li>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</li> <li>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).</li> </ol>	<ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> <li>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</li> <li>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</li> </ol>	<ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</li> <li>5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</li> <li>6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</li> </ol>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>		
<ol style="list-style-type: none"> <li>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>8. Distinguish among fact, opinion, and reasoned judgment in a text.</li> </ol>	<ol style="list-style-type: none"> <li>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> <li>8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</li> </ol>	<ol style="list-style-type: none"> <li>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</li> </ol>

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Grade 6–8 Students:	Grade 9–10 Students:	Grade 11–12 Students:
<b>INTEGRATION OF KNOWLEDGE AND IDEAS (CONTINUED)</b>		
<b>9.</b> Analyze the relationship between a primary and secondary source on the same topic.	<b>9.</b> Compare and contrast treatments of the same topic in several primary and secondary sources.	<b>9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>		
<b>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>10.</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	<b>10.</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.