**Reading Standards for Literacy in History/Social Studies 6-12**

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

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| **College & Career Readiness Anchor Standards for Reading** | Sample numbering: RH – Reading/History and Social Studies, 6-8 = grade span, .1 = CCR Standard | | |
| Grade 6-8 students: | Grade 9-10 students: | Grade 11-12 students: |
| **Key Ideas and Details (CCR – Anchor Standard)** | | |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions. | 1. Cite specific textual evidence to support analysis of primary and secondary sources. **(RH.6-8.1.)** | 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. **(RH.9-10.1.)** | 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. **(RH.11-12.1.)** |
| 1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 1. 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. **(RH.6-8.2.)** | 1. 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. **(RH.9-10.2.)** | 1. 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. **(RH.11-12.2.)** |
| 1. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. | 1. 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). **(RH.6-8.3.)** | 1. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **(RH.9-10.3.)** | 1. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **(RH.11-12.3.)** |
| **Craft and Structure (CCR – Anchor Standard)** | | |
| 1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 1. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies, **(RH.6-8.4.)** | 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. **(RH.8-10.4.)** | 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 *faction* in *Federalist* No. 10). **(RH.11-12.4.)** |
| 1. Analyze the structure of texts, including how specific sentences, paragraphs,, and larger portions of the text, (e.g., a second chapter, scene or stanza) relate to each other and the whole. | 5. Describe how a text presents information (e.g., sequentially, comparatively, casually). **(RH.6-8.5.)** | 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **(RH.9-10.5.)** | 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. **(RH.11-12.5.)** |
| 1. Assess how point of view or purpose shapes the content and style of a text. | 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). **(RH.6-8.6.)** | 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. **(RH.9-10.6.)** | 6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. **(RH.11-12.6.)** |
| **Integration of Knowledge and Ideas (CCR – Anchor Standard)** | | |
| 1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **(RH.6-8.7.)** | 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **(RH.9-10.7.)** | 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. **(RH.11-12.7.)** |
| 1. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | 8. Distinguish among fact, opinion, and reasoned judgment in a text. **(RH.6-8.8.)** | 8. Assess the extent to which the reasoning and evidence in a text support the author’s claims. **(RH.9-10.8.)** | 8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. **(RH.11-12.8.)** |
| 1. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 9. Analyze the relationship between a primary and secondary source on the same topic. **(RH.6-8.9.)** | 9. Compare and contrast treatments of the same topic in several primary and secondary sources. **(RH.9-10.9.)** | 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. **(RH.11-12.9.)** |
| **Range of Reading and Level of Text Complexity (CCR – Anchor Standard)** | | |
| 1. Read and comprehend complex literary and information texts independently and proficiently. | 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. **(RH.6-8.10.)** | 10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. **(RH.9-10.10.)** | 10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. **(RH.11-12.10.)** |

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| **College and Career Readiness Anchor Standards for Speaking and Listening**  The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate. |

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|  | Grades 9-10 students | Grades 11-12 students |
| **Comprehension and Collaboration** | | |
| 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.    1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.    2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.    3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.    4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **(SL.9-10.1.)** | 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.    1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.    2. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.    3. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.    4. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **(SL.11-12.1.)** |
| 1. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | 1. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **(SL.9-10.2.)** | 1. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **(SL.11-12.2.)** |
| 1. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. | 1. Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **(SL.9-10.3.)** | 1. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **(SL.11-12.3.)** |
| **Presentation of Knowledge and Ideas** | | |
| 1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | 1. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **(SL.9-10.4.)** | 1. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization. development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **(SL.11-12.4.)** |
| 1. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | 1. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **(SL.9-10.5.)** | 1. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **(SL.11-12.5.)** |
| 1. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | 1. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.) **(SL.9-10.6.)** | 1. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.) **(SL.11-12.6.)** |
|  | IA.5. Prepare and conduct interviews. | IA.5. Prepare and conduct interviews. |
|  | IA.6. Participate in public performances. | IA.6. Participate in public performances. |
|  | IA.7. Debate an issue from either side. | IA.7. Debate an issue from either side. |