**6-12 READING INFORMATIONAL TEXT STANDARDS for History/Social Studies**

**CCR Standard #1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.**

**\*Multidimensionality\***

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE **to support analysis** of *what the text says explicitly* as well as **inferences drawn** from the text.

**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.** | **9-10.RH.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.** | **11-12.RH.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.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| * Identify central idea/conclusions of text
* Support central idea/conclusions with supporting details from text
* Summarize text accurately without prior knowledge or opinions
 | * Continue 6-8 skills and concepts
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| * Cite
* Central idea
* Conclusion
* Summarize (Accurate summary)
* Opinions
* Prior knowledge
 | * Continue 6-8 academic vocabulary
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**\*MULTIDIMENSIONALITY\*:** The standards consist of multiple dimensions or layers. The skills and content provide the “what” to help students access concrete and abstract “thinking” needed to practice the “doing” of reading and composing within the discipline. By specifying the 3 dimensions separately, we can better communicate the intent of each standard so that **instruction and assessment is aligned to the intended depth**. In planning and instruction, teachers need to

know when to utilize the interdependence of a text’s level of comprehension and analysis to develop the students’ skills and knowledge to become independent and proficient thinkers.

**6-12 READING INFORMATIONAL TEXT STANDARDS for History/Social Studies**

**CCR Standard #2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas**

**Multidimensionality**

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| *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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| **Determine** CENTRAL IDEAS of a text and **analyze in detail their development** *over the course of the text*, including **how they emerge and are shaped and refined by specific details**.  |

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**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **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.** | **9-10. RH. 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.** | **11-12.RH. 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.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for History/Social Studies**

**CCR Standard #3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

**Multidimensionality**

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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| **Analyze how the author unfolds** AN ANALYSIS OR SERIES OF IDEAS OR EVENTS *over the course of a text*, including *the order in which the points are made*, **how they are introduced and developed** and **the connections that are drawn between them.**  |

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**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **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).** | **9-10. RH. 3. Analyze in detail a series of****events described in a text; determine****whether earlier events caused later ones****or simply preceded them.** | **11-12.RH. 3 Evaluate various****explanations for actions or events and****determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for History/Social Studies**

**CCR Standard #4: 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.**

**Multidimensionality**

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| *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT*Determine the meaning of words and phrases* as they are used in a text, including **figurative, connotative** and *technical* **meanings; analyze the cumulative impact of specific** WORD CHOICES **on meaning and** TONE.  |
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**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **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.** | **9-10. RH.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.** | **11-12.RH.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).** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for History/Social Studies**

**CCR Standard #5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

**Multidimensionality**

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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| **Analyze in detail how an author’s** IDEAS OR CLAIMS **are developed and refined by** *particular**sentences, paragraphs or larger portions of a text.*  |

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**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).** | **9-10. RH.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.** | **11-12.RH.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.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for History/Social Studies**

**CCR Standard #6: Assess how point of view or purpose shapes the content and style of a text.**

**Multidimensionality**

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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| *Determine an author’s* POINT OF VIEW, PERSPECTIVE *and* PURPOSE in a text, and **analyze how an author uses** RHETORIC **to advance that point of view or purpose**.  |

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**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **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).** | **9-10. RH.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.** | **11-12.RH.6. Evaluate authors’ differing****points of view on the same historical****event or issue by assessing the authors’****claims, reasoning, and evidence.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for History/Social Studies**

**CCR Standard #7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

**Multidimensionality**

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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| **Analyze various accounts of** A SUBJECT PRESENTED IN DIFFERENT PRINT AND NON-PRINT FORMATS, *determining which details are emphasized in each account*.  |

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**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **6-8.RH.7. Integrate visual information****(e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.** | **9-10. RH.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.** | **11-12.RH.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.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for History/Social Studies**

**CCR Standard #8: 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.**

**Multidimensionality**

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| *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT**Evaluate the** ARGUMENT**, specific** CLAIMS **and** EVIDENCE **in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence;** *identify false statements and* FALLACIOUS REASONING.  |

**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **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.** | **9-10. RH. 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.** | **11-12.RH. 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.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for History/Social Studies**

**CCR Standard #9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

**Multidimensionality**

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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| **Analyze** DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE, **including how they address** *related* THEMES **and concepts**.  |

**Highlight the INCREASE IN COGNITIVE DEMAND (Progression of Difficulty)**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **6-8.RH.9. Analyze the relationship between a primary and secondary source on the same topic.** | **9-10. RH.9. Compare and contrast****treatments of the same topic in several****primary and secondary sources.** | **11-12.RH.9. Integrate information from****diverse sources, both primary and****secondary, into a coherent understanding of an idea or event, noting****discrepancies among sources.** |

**Identify the ESSENTIAL SKILLS and CONCEPTS needed to master this standard**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**Identify ACADEMIC VOCABULARY that must be taught by the teacher**

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
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**6-12 READING INFORMATIONAL TEXT STANDARDS for History/Social Studies**

**CCR Standard #10:** **Read and comprehend complex literary and informational texts independently and proficiently.**

**Multidimensionality**

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| *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENTBy the end of the year, **flexibly use a variety of comprehension strategies** (*i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance*) **to read**, *comprehend*, and **analyze** GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS **independently and proficiently.**  |

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| **Grades 6 – 8**  | **Grades 9 – 10**  | **Grades 11 – 12**  |
| **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.** | **9-10. RH. 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.** | **11-12.RH. 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.** |

