



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

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
Key Ideas and Details	<ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 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. 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). 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. 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). 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). 	<ol style="list-style-type: none"> 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. 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. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 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 science. 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 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. 	<ol style="list-style-type: none"> 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. 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. 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. 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). 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. 6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Craft and Structure			

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

		Grade 6–8 Students	Grade 9–10 Students	Grade 11–12 Students
Integration of Knowledge and Ideas	7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	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.
	8.	Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
Range of Reading and Level of Text Complexity	9.	Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
	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.	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.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

California Department of Education
English Language Development Standards for Grade 6

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	English Language Development Level Continuum		
	Emerging	Expanding	Bridging
<p>Part I, strands 5–8 Corresponding Common Core State Standards for English Language Arts:</p> <p>5. SL.6.1.3,6; L.6.1.3,6 6. RL.6.1.7,9-10; RI.6.1.10; RH.6.1.1-10; RST.6.1.2; L.6.1.3,6 7. RL.6.4.5; RI.6.4.6,8; RH.6.4.6,8; RST.6.4.6-8; SL.6.3; L.6.3.5-6 8. RL.6.4.5; RI.6.4.5; RH.6.4.5; RST.6.4.5; SL.6.3; L.6.3.5-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.</p> <p>b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on).</p> <p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.</p> <p>b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).</p> <p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.</p> <p>b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).</p> <p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>
<p>F. Interpretive (page 1 of 2)</p>			

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Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	English Language Development Level Continuum		
	Emerging	Expanding	Bridging
<p>Part I, strands 5–8 Corresponding Common Core State Standards for English Language Arts:</p> <p>5. SL.6.1.3,6; L.6.1.3,6 6. RL.6.1.7,9-10; RI.6.1.10; RH.6.1.10; RST.6.1.10; SL.6.2; L.6.1.3,6 7. RL.6.4-5; RI.6.4,6,8; RH.6.4-6,8; RST.6.4-6,8; SL.6.3; L.6.3,5-6 8. RL.6.4-5; RI.6.4-5; RH.6.4-5; RST.6.4-5; SL.6.3; L.6.3,5-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>7. Evaluating language choices Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.</p>	<p>7. Evaluating language choices Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.</p>	<p>7. Evaluating language choices Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.</p>
<p>B. Interpretive (page 2 of 2)</p>	<p>7. Evaluating language choices Explain how phrasing, different words with similar meaning (e.g., describing a character as <i>stingy</i> versus <i>economical</i>), or figurative language (e.g., <i>The room was depressed and gloomy</i>.) produce shades of meaning, nuances, and different effects on the audience.</p>	<p>8. Analyzing language choices Explain how phrasing, different words with similar meaning (e.g., <i>stingy-economical-unwasteful-thrifty</i>), or figurative language (e.g., <i>The room was depressed and gloomy</i>.) produce shades of meaning, nuances, and different effects on the audience.</p>	<p>8. Analyzing language choices Explain how phrasing, different words with similar meaning (e.g., <i>stingy-economical-unwasteful-thrifty</i>), or figurative language (e.g., <i>The room was depressed and gloomy</i>.) produce shades of meaning, nuances, and different effects on the audience.</p>

California Department of Education
English Language Development Standards for Grade 6

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum		
<p>Part II, strands 3–5 Corresponding Common Core State Standards for English Language Arts:</p> <p>3. W.6.5; WHST.6.5; SL.6.6; L.6.1,3-6</p> <p>4. W.6.5; WHST.6.5; SL.6.6; L.6.1,3-6</p> <p>5. W.6.4-5; WHST.6.4-5; SL.6.6; L.6.1,3-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>Emerging</p> <p>3. Using verbs and verb phrases Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., simple present for progressive for recounting an experience) on familiar topics.</p> <p>4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding sensory adjective to noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p> <p>5. Modifying to add details Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.</p>	<p>Expanding</p> <p>3. Using verbs and verb phrases Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.</p> <p>4. Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p> <p>5. Modifying to add details Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.</p>	<p>Bridging</p> <p>3. Using verbs and verb phrases Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.</p> <p>4. Using nouns and noun phrases Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p> <p>5. Modifying to add details Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.</p>

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Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum		
	Emerging	Expanding	Bridging
<p>Part II, strands 6–7 Corresponding Common Core State Standards for English Language Arts:</p> <p>6. W.6.1-5; WHST.6.1-2,4-5; SL.6.4,6; L.6.1,3-6</p> <p>7. W.6.1-5; WHST.6.1-2,4-5; SL.6.4,6; L.6.1,3-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>).</p>	<p>6. Connecting ideas Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).</p>	<p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).</p>
	<p>7. Condensing ideas Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, <i>This is a story about a girl. The girl changed the world.</i> → <i>This is a story about a girl who changed the world</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, <i>Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides.</i> → <i>Organic vegetables are foods that are made without chemical fertilizers or insecticides.</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, <i>They destroyed the rainforest. Lots of animals died.</i> → <i>The destruction of the rainforest led to the death of many animals.</i>) to create precise and detailed sentences.</p>

Author Claims & Supporting Evidence

Distinguish fact, opinion, & reasoned judgment (e.g., claims supported by reasons & evidence from claims that are not)

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SOURCE

SUMMARY of TOPIC about which the author was addressing ...

CLAIM or ASSERTION made by author

SUPPORTING EVIDENCE provided by the author

CLAIM or ASSERTION made by author

SUPPORTING EVIDENCE provided by the author

CONCLUSION about how well the author backed-up claims with supporting evidence