

**Common Core Standards for ELA/Literacy**  
**Reading Standards for Literacy in History/Social Studies 9-10**

| Standard   | How do you <i>teach</i> this standard? | How do you <i>assess</i> this standard? |
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| <b>Key Ideas and Details</b>   |  |   |
| <p>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.</p>               |  |   |
| <p>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.</p> |  |   |
| <p>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>                                    |  |   |
| <b>Craft and Structure</b>   |  |   |
| <p>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.</p> |  |   |
| <p>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>   |  |   |

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| <p>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.</p> |  |  |
| <p><b>Integration of Knowledge and Ideas</b></p>   |  |  |
| <p>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>   |  |  |
| <p>8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>   |  |  |
| <p>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>  |  |  |
| <p><b>Range of Reading and Level of Text Complexity</b></p>  |  |  |
| <p>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.</p>                                |  |  |