

Reading Standards for Literacy in History/Social Studies
Common Core State Standards
Grades 11-12

Date Taught	
Reading Standards for Literacy in History/Social Studies	
Key Ideas and Details	
	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.
Reading Standards for Literature	
Craft and Structure	
	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.
Reading Standards for Literature	
Integration of Knowledge and Ideas	
	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. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Reading Standards for Literature	
Range of Reading and Level of Text Complexity	
	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.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
	1. Write arguments focused on <i>discipline-specific content</i> .
	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	e. Provide a concluding statement or section that follows from or supports the argument presented.
	2. Write informative/explanatory texts, including the narration of historical events, scientific

