

Reading Standards for Literacy in History/Social Studies
Common Core State Standards
Grades 9-10

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 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.
Reading Standards for Literature	
Integration of Knowledge and Ideas	
	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
	9. Compare and contrast treatments of the same topic in several primary and secondary sources.
Reading Standards for Literature	
Range of Reading and Level of Text Complexity	
	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.
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 claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
	b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
	c. Use words, phrases, and clauses 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 procedures/ experiments, or technical processes.
	a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

