

# Academic Standards for Reading in History and Social Studies\*

*Grades 6 – 12  
August 6, 2012*



*Pennsylvania Department of Education*

*\*Note: Draft version of the PA Common Core Standards, pending approval by the State Board.*

PA COMMON CORE STANDARDS  
(GRADES 6 - 12)  
*Reading in History and Social Studies*

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- Integration of Knowledge and Ideas
- Range and Level of Complex Texts

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## INTRODUCTION

These standards describe what students in the social studies classroom should know and be able to do with the English language in reading, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the **standards are not a curriculum** or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

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 English Language Arts Standards for History and Social Studies also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators and community members become partners in learning. Each standard implies an end of year goal – with the understanding that exceeding the standard is an even more desirable end goal.

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8.5 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	GRADE 6-8	GRADE 9-10	GRADE 11-12
<b>Key Ideas and Details</b>	CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.	CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	CC.8.5.11-12.A. 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.
	CC.8.5.6-8.B. 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.	CC.8.5.9-10.B. 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.	CC.8.5.11-12.B. 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.
	CC.8.5.6-8.C. 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).	CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>Craft and Structure</b>	CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	CC.8.5.9-10.D. 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.	CC.8.5.11-12.D. 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).
	CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).	CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	CC.8.5.11-12.E. 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.
	CC.8.5.6-8.F. 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).	CC.8.5.9-10.F. 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.	CC.8.5.11-12.F. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

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	<b>GRADE 6-8</b>	<b>GRADE 9-10</b>	<b>GRADE 11-12</b>
<b>Integration of Knowledge and Ideas</b>	CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	CC.8.5.11-12.G. 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.
	CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text.	CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claims.	CC.8.5.11-12.H. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
	CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.	CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.	CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>Range and Level of Complex Texts</b>	CC.8.5.6-8.J. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	CC.8.5.9-10.J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.