

## Common Core Standards for Literacy in History/Social Studies

### College and Career Readiness Anchor Standards for Reading (Found on page 60 of master document)

Anchor Standards refer to the general standards that all content area teachers spanning grades 6-12 are responsible for teaching their students.

Anchor Standard	Content Standard for Reading 9-10	Content Standard for Reading 11-12	What this looks like in your content	Potential challenges and ways to scaffold for students (Consider Before, During, and After Reading Comprehension Strategies)
<b>Key Ideas and Details</b>				
1. Read <i>closely</i> to determine what the text says <i>explicitly</i> and to make <i>logical inferences</i> from it; cite <i>specific textual evidence</i> when writing or speaking to support conclusions drawn from the text.	1. <b>RH.9-10.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<b>RH.11-12.1.</b> 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. <i>Determine central ideas</i> or themes of a text and <i>analyze their development</i> ; <i>summarize</i> the key supporting details and ideas.	2. <b>RH.9-10.2.</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	<b>RH.11-12.2.</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.		
3. <i>Analyze how and why</i> individuals, events, or ideas <i>develop and interact</i> over the course of a text.	3. <b>RH.9-10.3.</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them	<b>RH.11-12.3.</b> 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>				
4. <i>Interpret words and phrases</i> as they are used in a text, including determining technical, connotative, and figurative meanings, and <i>analyze how specific word choices shape meaning or tone.</i>	1. <b>RH.9-10.4.</b> 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.	<b>RH.11-12.4.</b> 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. <i>Analyze the structure</i> of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	2. <b>RH.9-10.5.</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>RH.11-12.5.</b> 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. <i>Assess how point of view or purpose shapes</i> the content and style of a text.	3. <b>RH.9-10.6.</b> 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	<b>RH.11-12.6.</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.		

	respective accounts			
<b>Integration of Knowledge and Ideas</b>				
7. <i>Integrate and evaluate content</i> presented in diverse formats and <i>media</i> , including visually and quantitatively, as well as in words.	1. <b>RH.9-10.7.</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text	<b>RH.11-12.7.</b> 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. <i>Delineate and evaluate the argument and specific claims</i> in a text, including the validity of the reasoning as well as the relevance and sufficiency of the argument.	2. <b>RH.9-10.8.</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.	<b>RH.11-12.8.</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.		
9. <i>Analyze how two or more texts address similar themes</i> or topics in order to build knowledge or to compare the approaches the authors take.	3. <b>RH.9-10.9.</b> Compare and contrast treatments of the same topic in several primary and secondary sources.	<b>RH.11-12.9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.		
<b>Range or Reading and Level of Text Complexity</b>				
10. Read and <i>comprehend complex literary and informational texts</i>	1. <b>RH.9-10.10.</b> By the end of grade 10, read and comprehend history/social	<b>RH.11-12.10.</b> By the end of grade 12, read and comprehend history/social		

<p>independently and proficiently.</p>	<p>studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>studies texts in the grades 11–CCR text complexity band independently and proficiently.</p>		
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**Subject and Grade-Specific Standards begin on page 61:** These standards directly correspond to the wider anchor standards found on page 60. Notice that they are broken down into more specific grade bands. The 9-10 band builds on the grade 6-8 standards, and the 11-12 band builds on the grade 9-10 standards.

**History/Social Studies (61)**

**Science and Technical Subjects (62)**

Pick a standard and develop a lesson/unit/project that explicitly addresses this standard. Consider the following questions.

<b>Standard:</b>
<b>Lesson Description:</b>
<b>What (specifically) will <i>students</i> be able to do as a result of this lesson/unit/project?</b>
<b>How will I scaffold to support all students?</b>
<b>How will I know if a student has learned to do this skill?</b>
<b>What will I do if the student has not mastered the skill?</b>

**What will I do if the student already knows how to do this skill?**