Reading Standards for Literacy in History/Social Studies: Grades 6-8

Key Ideas and Details	1	Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.1
	2	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. RH.6-8.2
	3	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). RH.6-8.3
Craft and Structure	4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.4
	5	Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.6-8.5
	6	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). RH.6-8.6
Integration of Knowledge and Ideas	7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. RH.6-8.7
	8	Distinguish among fact, opinion, and reasoned judgment an author uses to support a claim in a text. RH.6-8.8
	9	Analyze the relationship between a primary and secondary source on the same topic. RH.6-8.9
Range of Reading and Level of Text Complexity	10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. RH.6-8.10