

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](#)