

Reading for History And Social Studies: Grades 11, 12

Adopted 2014

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. [CC.8.5](#)

Key Ideas and Details

- 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.8.5.11-12.A](#)
- 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.8.5.11-12.B](#)
- C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. [CC.8.5.11-12.C](#)

Craft and Structure

- 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.8.5.11-12.D](#)
- 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.8.5.11-12.E](#)
- F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. [CC.8.5.11-12.F](#)

Integration of Knowledge and Ideas

- 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.8.5.11-12.G](#)
- H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. [CC.8.5.11-12.H](#)
- I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. [CC.8.5.11-12.I](#)

Range and Level of Complex Texts

- 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. [CC.8.5.11-12.J](#)