

Reading for History And Social Studies: Grades 6, 7, 8

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. [CC.8.5.6-8.A](#)
- 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.8.5.6-8.B](#)
- 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.8.5.6-8.C](#)

Craft and Structure

- 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.8.5.6-8.D](#)
- E. Describe how a text presents information (e.g., sequentially, comparatively, causally). [CC.8.5.6-8.E](#)
- 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.8.5.6-8.F](#)

Integration of Knowledge and Ideas

- G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. [CC.8.5.6-8.G](#)
- H. Distinguish among fact, opinion, and reasoned judgment in a text. [CC.8.5.6-8.H](#)
- I. Analyze the relationship between a primary and secondary source on the same topic. [CC.8.5.6-8.I](#)

Range and Level of Complex Texts

- 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.8.5.6-8.J](#)