

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](#)