

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

<u>Grades 6-8</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<u>Key Ideas & Details</u>			
1. Cite specific textual evidence to support analysis of primary and secondary sources.			
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.			
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).			
<u>Craft and Structure</u>			
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.			

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5. Describe how a text presents information (e.g., sequentially, comparatively, causally).			
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).			
<u>Integration of Knowledge and Ideas</u>			
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			
8. Distinguish among fact, opinion, and reasoned judgment in a text.			
9. Analyze the relationship between a primary and secondary source on the same topic.			

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<u>Range of Reading and Level of Text Complexity</u>			
<p>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.</p>			