

# Reading for History And Social Studies: Grades 9, 10

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, attending to such features as the date and origin of the information. [CC.8.5.9-10.A](#)
- B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. [CC.8.5.9-10.B](#)
- C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. [CC.8.5.9-10.C](#)

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## Craft and Structure

- D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. [CC.8.5.9-10.D](#)
- E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. [CC.8.5.9-10.E](#)
- F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. [CC.8.5.9-10.F](#)

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## Integration of Knowledge and Ideas

- G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. [CC.8.5.9-10.G](#)
- H. Assess the extent to which the reasoning and evidence in a text support the author's claims. [CC.8.5.9-10.H](#)
- I. Compare and contrast treatments of the same topic in several primary and secondary sources. [CC.8.5.9-10.I](#)

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## Range and Level of Complex Texts

- J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. [CC.8.5.9-10.J](#)