**English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Key Ideas and Details**

* 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
* 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
* 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure**

* 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
* 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
* 6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

* 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.1
* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
* 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

* 10. Read and comprehend complex literary and informational texts independently and proficiently.

**Note on range and content of student reading**

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

**English Language Arts Standards » History/Social Studies » Grades 9-10**

**Standards in this strand:**

* [RH.9-10.1](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/#rh-9-10-1)
* [RH.9-10.2](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/#rh-9-10-2)
* [RH.9-10.3](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/#rh-9-10-3)
* [RH.9-10.4](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/#rh-9-10-4)
* [RH.9-10.5](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/#rh-9-10-5)
* [RH.9-10.6](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/#rh-9-10-6)
* [RH.9-10.7](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/#rh-9-10-7)
* [RH.9-10.8](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/#rh-9-10-8)
* [RH.9-10.9](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/#rh-9-10-9)
* [RH.9-10.10](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/#rh-9-10-10)

**Key Ideas and Details**

* RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
* RH.9-10.2. 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.
* RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Craft and Structure**

* RH.9-10.4. 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.
* RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
* RH.9-10.6. 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.

**Integration of Knowledge and Ideas**

* RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
* RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.
* RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

**Range of Reading and Level of Text Complexity**

* RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**English Language Arts Standards » History/Social Studies » Grades 11-12**

**Standards in this strand:**

* [RH.11-12.1](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-11-12/#rh-11-12-1)
* [RH.11-12.2](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-11-12/#rh-11-12-2)
* [RH.11-12.3](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-11-12/#rh-11-12-3)
* [RH.11-12.4](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-11-12/#rh-11-12-4)
* [RH.11-12.5](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-11-12/#rh-11-12-5)
* [RH.11-12.6](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-11-12/#rh-11-12-6)
* [RH.11-12.7](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-11-12/#rh-11-12-7)
* [RH.11-12.8](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-11-12/#rh-11-12-8)
* [RH.11-12.9](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-11-12/#rh-11-12-9)
* [RH.11-12.10](http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-11-12/#rh-11-12-10)

**Key Ideas and Details**

* RH.11-12.1. 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.
* RH.11-12.2. 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.
* RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Craft and Structure**

* RH.11-12.4. 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).
* RH.11-12.5. 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.
* RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

**Integration of Knowledge and Ideas**

* RH.11-12.7. 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.
* RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
* RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Range of Reading and Level of Text Complexity**

* RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficient