

# Reading Standards for Literacy in History/Social Studies: Grades 9-10

## Key Ideas and Details

- 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.9-10.1](#)
- 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.9-10.2](#)
- 3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.** [RH.9-10.3](#)

## Craft and Structure

- 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographical aspects of history/social studies.** [RH.9-10.4](#)
- 5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.** [RH.9-10.5](#)
- 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.** [RH.9-10.6](#)

## Integration of Knowledge and Ideas

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

## Range of Reading and Level of Text Complexity

- 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.** [RH.9-10.10](#)