CCSS

Reading Standards for Literacy in History/Social Studies 6–12; Grade 8

3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (CCSS, 2010, p. 39)

NCSS

History Standards Historical Thinking Standard 3

Analyze cause and effect relationships (NCHS, 2010) NCTE/IRA Standards for the English Language Arts Standard 3

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). (NCTE & IRA, 2010, p. 22)

Domain	Topic	Level 1	Level 2	Level 3	Level 4	Level 5
READING	Revolution Bill of Rights U.S. Constitution	Match words or phrases about actions or events with photographs or illustrations	Classify or categorize visually supported statements about actions or events by time frames (e.g., before, during, after war)	Order paragraphs describing actions or events using visual or graphic support (e.g., a time line)	Match actions or events to summaries of expanded text with some visual or graphic support	Infer or determine relationships (e.g., cause/effect) of actions or events using modified grade-level material

PreK-12 English Language Proficiency Standards, Grade Level Cluster 6-8, Standard 5 (TESOL, 2006, p. 87)

Figure 5. Standards Hierarchy