

**Maryland Common Core State Curriculum Framework**  
**Disciplinary Literacy Standards for History/ Social Studies, Science and Technical Subjects**  
**Grades 6-12**

The Common Core State Standards for Disciplinary Literacy in History/Social Studies, Science, and Technical Subjects define skills that students must develop to be fully prepared for the challenges and expectations of college and careers. With Maryland's adoption of the Common Core standards, teachers in all subject areas will build discipline-specific literacy into daily instruction when and where appropriate. The disciplinary literacy standards are not meant to replace existing content standards in the history, social studies, science, or technical subject classrooms, but rather to support them. Literacy development is essential for students to access and learn disciplinary content and must be a shared responsibility across all fields of study.

The Division of Instruction (MSDE) has developed curricular documents to support the implementation and understanding of the Common Core State Standards for Disciplinary Literacy in History/Social Studies, Science, and Technical Subjects for grades 6-12. The framework identifies essential skills for accessing, analyzing, and evaluating content-rich informational texts and presenting evidence-based conclusions in argumentative and explanatory writing, emphasizing research. The College and Career Readiness (CCR) Anchor Standards frame the document and define the ultimate literacy expectations required for graduation. Grade-banded standards (6-8, 9-10, and 11-12) provide a progression of rigor designed to help students achieve these CCR expectations. A set of essential skills and knowledge, identified for each standard, recognizes the supporting skills needed for mastery.

It is important to note that Common Core State Standards are not hierarchal or sequential; they are a collection of skills and strategies that work together flexibly throughout the learning process. To unlock and communicate content knowledge, students will employ strategic reading and writing strategies when interacting with various texts. The teacher will facilitate knowledge-building while students regularly and actively participate in content-specific discussions, use domain-specific vocabulary, and adhere to the conventions of language when speaking and writing.

**Note:** Informational Text is not limited to information presented as printed written exposition. It includes items such as maps, tables, charts, oral histories, multimedia presentations, technical data, art, photographs, websites, sound clips, etc.

**Disciplinary Literacy Abbreviations:**

- **RH = Reading Standards for Literacy in History/Social Studies**
- **RST = Reading Standards for Literacy in Science and Technical Subjects**
- **WHST = Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects**
- **MD SLM = Maryland School Library Media Curriculum**
- **TL = Technology Standards**