

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
- DL = Digital Learning

Color Coding:

- Black = Common Core State Standards
- Red = Maryland Essential Skills and Knowledge

Cluster: Key Ideas and Details

CCR Anchor Standard 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.

Grade 6-8 Students

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Essential Skills and Knowledge

- Select and apply appropriate before reading strategies to a primary or secondary source e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.
- Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a primary or secondary source, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.
- Demonstrate comprehension of a primary or secondary source with after reading strategies by
 - explaining the central ideas.
 - identifying what is directly stated in the text.
 - drawing inferences.
 - drawing conclusions.
 - verifying or adjusting predictions.
 - making new predictions.
 - paraphrasing and summarizing.
 - making connections between the text and oneself.
- Determine, select, and state the piece of evidence that confirms the meaning of an informational text.
- Identify the piece of evidence that suggests logically what might be true about an author’s purpose, opinion, important ideas, etc.
- Participate actively and appropriately in discussions about informational texts. (See CCSS SL.8.1 and SL.8.3.)
- Use appropriate academic or domain-specific words when drawing inferences. (See CCSS L.8.6.)
- Analyze primary and secondary sources to explain what they tell about a person, place or event; citing specific evidence to support the claim.
- (See MD SLM IV.B, VI.B, and MD DL 2 and 3.)

Reading Standards for Literacy in History/Social Studies

Cluster: Key Ideas and Details

CCR Anchor Standard 2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade 6-8 Students

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Essential Skills and Knowledge

- Determine and examine the relationships between and among ideas throughout a text.
- Present findings with sound, valid reasoning supported by relevant evidence in a focused, coherent manner. (See CCSS SL.8.4.)
- Synthesize relevant evidence to formulate a central idea.
- Paraphrase to state or compose an unbiased summary that includes a central idea and tracks its development throughout the text.
- Use appropriate academic or domain-specific words when discussing or writing about informational text. (See CCSS L.8.6.)
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source's context and meaning.

Reading Standards for Literacy in History/Social Studies

Cluster: Key Ideas and Details

CCR Anchor Standard 3

Analyze how and why individuals, events, and ideas develop and interact over the course of text.

Grade 6-8 Students

RH.6-8.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Essential Skills and Knowledge

- List and explain key steps in history/social studies processes (e.g., how a bill becomes a law, how interest rates are raised or lowered).
- Use appropriate graphic organizers or other note-taking techniques to record important ideas or information from a source.
- Reread the text to search for connections between and among ideas.
- Identify a social studies process and steps necessary to complete that process, such as amending the Constitution.
- Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension. (See CCSS L.8.6.)
- (See MD SLM IV.B, VI.B, and MD DL 2 and 3.)

Reading Standards for Literacy in History/Social Studies

Cluster: Craft and Structure

CCR Anchor Standard 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.

Grade 6-8 Students

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Essential Skills and Knowledge

- **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** (See CCSS L.8.1.)
- **Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension.** (See CCSS L.8.6.)
- **Use contextualization to determine meaning of a word or phrase.** (See CCSS L.8.4.a.)
- **Use prior knowledge and context clues to determine meaning of words, phrases and other discipline specific vocabulary.**
- **Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources.**
- **Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression.**
- (See SLM IV.B, VI.B, and MD DL 2 and 3.)

Reading Standards for Literacy in History/Social Studies

Cluster: Craft and Structure

CCR Anchor Standard 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.

Grade 6-8 Students

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

Essential Skills and Knowledge

- Describe how a source's organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution are used to help gain meaning.
- Determine the organizational structure of a source.
- Evaluate the effectiveness of the structure in presenting the information.
- Describe how the organizational structure creates meaning.

Reading Standards for Literacy in History/Social Studies

Cluster: Craft and Structure

CCR Anchor Standard 6

Assess how point of view or purpose shapes the content and style of a text.

Grade 6-8 Students

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Essential Skills and Knowledge

- Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas).
- Determine the difference between an author's claim and any opposing claims.
- Assess the credibility of primary and secondary sources.
- Analyze the perspective of the author to determine if the document or topic is historically significant.

Reading Standards for Literacy in History/Social Studies

Cluster: Integration of Knowledge and Ideas

CCR Anchor Standard 7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Grade 6-8 Students

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Essential Skills and Knowledge

- Analyze historic and contemporary events through the integration of multiple visual and print sources.
- Identify and gather several specific types of primary sources – both textual (e.g., diaries, letters, newspaper articles, census records, websites) and visual (e.g., paintings, photographs, maps, graphs, etc.) to be used in addressing a social studies problem or question.
- Use appropriate graphic organizers to record important ideas or information to analyze each source.
- Analyze the kinds of information each type of source offers, and evaluate the strengths and weaknesses of each source.
- Define relationships among gathered information identifying where information from different sources converges and where it differs.
- Corroborate information from various sources.
- Draw conclusions, citing evidence from both text and visual sources.
- Utilize conclusions and evidence in analysis of a historic or contemporary event.

Reading Standards for Literacy in History/Social Studies

Cluster: Integration of Knowledge and Ideas

CCR Anchor Standard 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.

Grade 6-8 Students

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Essential Skills and Knowledge

- Distinguish among facts, opinions and well-supported arguments in a source in order to evaluate the source's credibility, bias or worth.
- Explain whether or not the author's opinion is presented fairly.
- Analyze a document to determine the author's purpose, point of view, bias and reliability.
- Analyze the perspective of the author to determine if the document or topic is historically significant
- Evaluate the author's acknowledgement of opposing views and the reasoning and evidence s/he uses to refute these views.
- Delineate an argument and specific claims, evaluating the credibility of reasoning and the relevance and adequacy of the evidence. (See CCSS SL.8.3.)
- (See MD SLM II.A, II.B, and MD DL 3.)

Reading Standards for Literacy in History/Social Studies

Cluster: Integration of Knowledge and Ideas

CCR Anchor Standard 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.

Grade 6-8 Students

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Essential Skills and Knowledge

- Define differences between primary and secondary sources.
- Compare and contrast primary sources against secondary syntheses on the same topic.
- Place each source in its historical context and analyze how that historical context affects point of view, bias, or purpose for writing.
- Determine the bias and credibility of each source.
- Examine opposing portions of each text for bias and credibility.
- Draw conclusions about the purpose of opposing facts or interpretation of the facts.
- Gather and cite evidence from informational texts to support analysis.
- Present findings using pertinent evidence. (See CCSS SL.8.4.)
- Interpret primary and secondary sources for corroboration between and among ideas.
- Assess the value of both primary and secondary sources on the same topic.
- (See MD SLM II.A, II.B, and MD DL 3.)

Reading Standards for Literacy in History/Social Studies

Cluster: Range of Reading and Level of Text Complexity

CCR Anchor Standard 10

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

Grade 6-8 Students

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Essential Skills and Knowledge

- Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.