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

Writing Standards for Literacy in History/Social Studies

Cluster: Text Types and Purposes

CCR Anchor Standard 1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 9-10 Students	Grade 11-12 Students
WHST.9-10.1 Write arguments focused on discipline-specific content. **1a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. **1b** Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. **1c** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **1e** Provide a concluding statement or section that follows from or supports the argument presented.	WHST.11-12.1 Write arguments focused on discipline-specific content. **1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. **1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. **1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **1e** Provide a concluding statement or section that follows from and supports the argument presented.

Grade 9-10 Students	Grade 11-12 Students
Essential Skills and Knowledge	Essential Skills and Knowledge
• Narrow and refine the focus of a grade-appropriate complex social studies question or problem.	• Narrow and refine the focus of a grade-appropriate complex social studies question or problem.
• Gather sufficient primary and secondary sources from print, non-print, and digital sources. (See CCSS RH.9-10.7.)	• Gather sufficient reliable and valid primary and secondary sources from print, nonprint, and digital sources. (See CCSS RH.11-12.7.)
• Use sourcing, contextualization, and corroboration to determine the reliability of primary and secondary source evidence for a claim.	• Use sourcing, contextualization and corroboration to determine the reliability of primary and secondary source evidence for a claim.
• Generate and develop an introduction that presents a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position.	• Generate and develop an introduction that presents a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position.
• Choose, apply, and maintain an organizational structure appropriate to the writing purpose. (See CCSS SL.9-10.1a, SL.9-10.4.)	• Choose, apply and maintain an organizational structure appropriate to the writing purpose. (See CCSS SL.11-12.1a, SL.11-12.4.)
• Identify and analyze counterclaims.	• Analyze the significance of opposing claims while determining which claims best support the argument. (See CCSS RH.11-12.8.)
• Establish clear relationships among claim(s), counterclaims, reasons, and evidence.	• Logically sequence and distinguish claims, counterclaims, reasons, and evidence.
• Logically sequence claims, counterclaims, reasons, and evidence.	• Attend to audience knowledge, interest, concern and bias.
• Attend to audience knowledge, interest, and concern.	• Refute opposing positions and opinions fairly.
• Refute opposing positions and opinions fairly.	• Integrate quotations, paraphrases, and summarizations of source material appropriately and effectively into written text. (See CCSS L.11-12.3.)
• Integrate quotations, paraphrases, and summarizations of source material appropriately into written text. (See CCSS L.9-10.3.)	• Use a standard format for citations. (See CCSS L.11-12.3a.)
• Use a standard format for citations. (See CCSS L.9-10.3a.)	• Write relevant, concise, and effective conclusions.
• Write relevant, concise, and effective conclusions.	• Apply the editing phase of the writing process independently. (See CCSS L.11- 12.3a.).
• Apply the editing phase of the writing process independently. (See CCSS L.9- 10.3a.).	• Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.9-10.3a , SL.4, SL.5, SL.6.)
• Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.9-10.3.a , SL.4, SL.5, SL.6.)	• (See MD SLM IV.B, VI.B, and MD DL 2 and 3.)
• (See MD SLM IV.B, VI.B, and MD DL 2 and 3.)	

Writing Standards for Literacy in History/Social Studies

Cluster: Text Types and Purposes

CCR Anchor Standard 2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade 9-10 Students	Grade 11-12 Students
WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. **2a** Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **2b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **2c** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. **2d** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. **2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. **2a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **2c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **2d** Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grade 9-10 Students	Grade 11-12 Students

Essential Skills and Knowledge
• Narrow and refine the focus of a grade-appropriate complex topic.
• Gather relevant information and evaluate their reliability and effectiveness.
• Select and organize information to support the development to the topic identified.
• Develop a well constructed introduction that presents the topic, central idea, or concept.
• Develop the body of the informative or explanatory text.
   • Evaluate gathered information to determine sufficiency and relevancy.
   • Obtain other supporting reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources. (See CCSS RH.9-10.8.)
   • Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information. (See CCSS SL.9-10.1a, SL.9-10.4.)
     ✓ Use varied transitions to link the major sections of the text and clarify the relationships among ideas/concepts.
     ✓ Use appropriate formatting of headings and graphics. (See CCSS L.9-10.3.)
• Integrate quotations, paraphrases, and summarizations of source material.
• Use a standard format appropriately for citations. (See CCSS L.9-10.3a.)
• Write relevant, concise, and effective conclusions that integrate key components of the explanation and provides reinforcement for the explanation.
• Apply the editing phase of the writing process independently. (See CCSS L.9-10.3a.)
• Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS WHST.9-10.6, L.9-10.3.a, SL.4, SL.5, SL.6.)
• (See MD SLM IV.B, VI.B, VI.C, MD DL 2, 3, and 6.)
	Essential Skills and Knowledge
	• Narrow and refine the focus of a grade-appropriate complex topic.
	• Generate and develop a well-constructed introduction that presents the topic, central idea, or concept.
	• Gather relevant information and examples for primary and secondary sources and evaluate their reliability and effectiveness using sourcing, contextualization and corroboration.
	• Attend to audience's need by establishing and maintaining an organizational structure where information and ideas build and flow logically.
	   • Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources. (See CCSS RH.11-12.8.)
	   • Evaluate information to determine sufficiency and relevancy.
	   • Use appropriate and effective formatting of headings, graphics, and multimedia. (See CCSS L.11-12.3.)
	• Integrate quotations, paraphrases, and summarizations of source material appropriately and effectively into written text. (See CCSS L.11-12.3.)
	
	• Use a standard format appropriately for citations. (See CCSS L.11-12.3a.)
	• Write relevant, concise, and effective conclusions.
	
	• Apply the editing phase of the writing process independently. (See CCSS L.11- 12.3a.)
	• Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS WHST.9-10.6, L.11-12.3.a, SL.4, SL.5, SL.6.)
	• (See MD SLM IV.B, VI.B, VI.C, MD DL 2, 3, and 6.)

Writing Standards for Literacy in History/Social Studies

Cluster: Text Types and Purposes

CCR Anchor Standard 3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade 9-10 Students	Grade 11-12 Students
WHST.9-10.3 Not applicable as a separate requirement. (Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.)	WHST.11-12.3 Not applicable as a separate requirement. (Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical important.)
Essential Skills and Knowledge • N/A	Essential Skills and Knowledge • N/A

Writing Standards for Literacy in History/Social Studies

Cluster: Production and Distribution of Writing

CCR Anchor Standard 4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade 9-10 Students	Grade 11-12 Students
WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Essential Skills and Knowledge • Establish the purpose and audience of the writing piece. • Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information. (See CCSS SL.9-10.1a, SL.9-10.4.) • See Grades 9-10: W1, W2, W3, W7, SL1a, and SL4 of CCSS Framework for specific application. • (See also MD SLM VI.C and MD DL 6.)	Essential Skills and Knowledge • Establish the purpose and audience of the writing piece. • Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information. (See CCSS SL.9-10.1a, SL.9-10.4.) • See Grades 11-12: W1, W2, W3, W7, SL1a, and SL4 of CCSS Framework for specific application. • (See also MD SLM VI.C and MD DL 6.)

Writing Standards for Literacy in History/Social Studies

Cluster: Production and Distribution of Writing

CCR Anchor Standard 5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Grade 9-10 Students	Grade 11-12 Students
WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Essential Skills and Knowledge
• Revise for clarity and effective organization of evidence and/or information.
• Edit for standard English grammar and usage when writing and speaking.
   • Complete sentences (See CCSS L.4.1f*.)
   • Spelling, capitalization, and punctuation (See CCSS L.9-10.2; see also CCSS L.4.3b* and CCSS L.4.1f*.)
	Essential Skills and Knowledge
	• Revise for clarity and effective organization of evidence and/or information.
	• Edit for standard English grammar and usage when writing and speaking.
	   • Complete sentences (See CCSS L.4.1f*.)
	   • Spelling, capitalization, and punctuation (See CCSS L.9-10.2; see also CCSS L.4.3b* and CCSS L.4.1f*.)

Writing Standards for Literacy in History/Social Studies

Cluster: Production and Distribution of Writing

CCR Anchor Standard 6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grade 9-10 Students	Grade 11-12 Students
WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Essential Skills and Knowledge • Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences. • Apply computer literacy and keyboarding skills at the proficient level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (See CCSS SL.8.5.) • Use network resources effectively and efficiently. • Use technology responsibly to enhance learning, collaboration, and communication. • Use technology to locate, evaluate, and organize information. • Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions. • (See MD SLM I.B, I.C, III.B, IV.A, IV.B, MD DL 3, 4, 6, and 7.)	Essential Skills and Knowledge • Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences. • Apply computer literacy and keyboarding skills at the proficient level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (See CCSS SL.8.5) • Use network resources effectively and efficiently. • Use technology responsibly to enhance learning, collaboration, and communication. • Use technology to locate, evaluate, and organize information. • Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions. • (See MD SLM I.B, I.C, III.B, IV.A, IV.B, MD DL 3, 4, 6, and 7.)

Writing Standards for Literacy in History/Social Studies

Cluster: Research to Build and Present Knowledge

CCR Anchor Standard 7

Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade 9-10 Students	Grade 11-12 Students
WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Essential Skills and Knowledge • Follow the process of historical investigation as a method to conduct an inquiry. • Define a problem, formulate questions, and refine a problem and/or question as it relates to a particular social studies issue or event. • Identify, locate, evaluate, and select primary and secondary sources in a wide variety of formats to meet the information need in an ethical manner. • Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner. • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner. • See CCSS Grades 9-10: WHST1, WHST 2, WHST 7, SL2, RH.8, RH.9 for specific application. • (See MD SLM I.A-D, IV.B, VI.A-D, MD DL 2, 3, 5, and 6.)	Essential Skills and Knowledge • Follow the process of historical investigations as a method to conduct and inquiry. • Define a problem, formulate questions, and refine as it relates to a particular social studies issue or event. • Identify, locate, evaluate, and select primary and secondary sources in a wide variety of formats to meet the information need in an ethical manner. • Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner. Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner. • See CCSS Grades 11-12: WHST1, WHST 2, WHST 7, SL2, RH.8, RH.9 for specific application. • (See MD SLM I.A-D, IV.B, VI.A-D, MD DL 2, 3, 5, and 6.)

Writing Standards for Literacy in History/Social Studies

Cluster: Research to Build and Present Knowledge

CCR Anchor Standard 8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grade 9-10 Students	Grade 11-12 Students
WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Essential Skills and Knowledge • Find, generate, record, and organize primary and secondary source information relevant to the research purpose in an ethical manner. • Use sourcing, contextualization, and corroboration to determine the reliability of primary and secondary source evidence for a claim. • Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner. • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner. • Cite evidence and information accurately and appropriately. (See CCSS L.9- 10.3a.) • See CCSS Grades 9-10: WHST1, WHST 2, WHST 7, SL2, RH.8, and RH.9 for specific application. • (See MD SLM I.B, I.C, IV.A, IV.B, IV.D, VI.A-C, MD DL 2, 3, 5, and 6.)	Essential Skills and Knowledge • Find, generate, record, and organize primary and secondary source information relevant to the research purpose in an ethical manner. • Use sourcing, contextualization, and corroboration to determine the reliability of primary and secondary source evidence for a claim. • Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner. • Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner. • Cite evidence and information accurately and appropriately. (See CCSS L.9- 10.3a; See also MD SLM 3.c.2, SLM 5.0.) • See CCSS Grades 9-10: WHST1, WHST 2, WHST 7, SL2, RH.8, and RH.9 for specific application. • (See MD SLM I.B, I.C, IV.A, IV.B, IV.D, VI.A-C, MD DL 2, 3, 5, and 6.)

Writing Standards for Literacy in History/Social Studies

Cluster: Research to Build and Present Knowledge

CCR Anchor Standard 9

Draw evidence from literary or informational texts to support analysis, reflection and research.

Grade 9-10 Students	Grade 11-12 Students
WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
Essential Skills and Knowledge • Write in response to grade-level print, non-print, and digital literary or informational text(s) with an emphasis on comparison and contrast, cause and effect, as well as contextual analysis in the scope of history. • See RH.9-10.1 and RH.9-10.8.	Essential Skills and Knowledge • Write in response to grade-level print, non-print, and digital literary or informational text(s) with an emphasis on comparison and contrast, cause and effect, as well as contextual analysis in the scope of history. • See RH.11-12.1 and RH.11-12.8.

Writing Standards for Literacy in History/Social Studies

Cluster: Range of Writing

CCR Anchor Standard 10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 9-10 Students	Grade 11-12 Students
WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Essential Skills and Knowledge • See Grades 9-10: WHST 1, WHST 2, WHST 3 and WHST 7 of CCSC Framework for specific application. • With guidance and support, adjust the writing process as appropriate for different writing tasks, purposes, and audiences.	Essential Skills and Knowledge • See Grades 11-12: W1, W2, W3 and W7 WHST 1, WHST 2, WHST 3 and WHST 7 of CCSC Framework for specific application. • With guidance and support, adjust the writing process as appropriate for different writing tasks, purposes, and audiences.