



Maryland College and Career Ready Standards Framework

Disciplinary Literacy

Introduction

The Code of Maryland Regulations (COMAR) 13A.04.14.01 *Reading and English Language Arts Instructional Programs for Grades Prekindergarten – 12* states that, “each local education agency shall provide in public schools an instructional program in English language arts/literacy each year for all students in grades prekindergarten – 5; provide in public schools an instructional program in English language arts/literacy each year for all students in grades 6–8; offer an English language arts/literacy program in grades 9 – 12 which enables students to meet graduation requirements and to select English language arts/literacy electives including English Language Arts/Literacy Transition Courses.”

State Frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs in English Language Arts/Literacy. State Frameworks are defined as supporting documents and provide guidance for implementing Maryland College and Career Readiness Standards in English Language Arts/Literacy which are reviewed and adopted by the Maryland State Board of Education. State Frameworks also provide consistency in learning expectations for students in English Language Arts/Literacy programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation. The State Standards and Frameworks for Literacy Standards for History and Social Studies, as well as for Science and Other Technical Subjects are part of the Maryland College and Career Ready Standards for English Language Arts/Literacy.

MSDE shall update the State Frameworks in English Language Arts/Literacy in the manner and time the State Superintendent of Schools determines is necessary to ensure alignment with best-in-class, research-based practices. Tenure and stability of State Frameworks affords local education agencies the necessary time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in English Language Arts/Literacy, Prekindergarten – Grade 12 were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

The Maryland College and Career Ready English Language Arts/Literacy Frameworks were released in June of 2012.

Maryland College and Career Ready Standards Framework Disciplinary Literacy Reading Standards for Literacy in History/Social Studies Grades 6-8

The Maryland College and Career Ready (MCCR) 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 the adoption of the MCCR 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 MCCR 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 MCCR 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 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 MCCR 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

Reading Standards for Literacy in History/Social Studies

Cluster: Key Ideas and Details

MCCR 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.

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

MCCR Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

MCCR Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

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

MCCR 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.

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

MCCR 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.

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

MCCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

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

MCCR Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

MCCR 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.

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

MCCR 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.

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
MCCR Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

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.