



# 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 History/Social Studies Grades 9-12

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.**

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Demonstrate the behaviors of a strategic reader.</li> <li>• Participate actively and appropriately in discussions about informational text, including primary and secondary sources such as documents, maps, charts, graphs, and excerpts from monographs.</li> <li>• Preview source to activate prior content and context knowledge.</li> <li>• Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information.</li> <li>• Cite specific evidence from primary and secondary sources that supports the source’s explicit central meaning.</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Demonstrate the behaviors of a strategic reader.</li> <li>• Participate actively and appropriately in discussions about informational text, including primary and secondary sources such as documents, maps, charts, graphs, and excerpts from monographs.</li> <li>• Preview source to activate prior content and context knowledge.</li> <li>• Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information.</li> <li>• Cite specific evidence from primary and secondary sources that supports the source’s explicit central meaning.</li> </ul>

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
<ul style="list-style-type: none"> <li>• Cite specific evidence that supports inferences and implications that inform the social studies question being considered.</li> <li>• Identify point of view or purpose of the author.</li> <li>• Evaluate available evidence for thoroughness, completeness, and relevance.</li> <li>• Identify key excerpts that best capture the source’s central meaning.</li> <li>• Cite information from primary and secondary sources accurately and completely, attending to such details as date and origin of information.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10 .4 &amp; L.9-10.6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1.)</li> <li>• (See also MD SLM IV.B, VI.B, and MD DL 2 and 3.)</li> </ul>	<ul style="list-style-type: none"> <li>• Cite specific evidence that supports inferences and implications that inform the social studies question being considered.</li> <li>• Identify point of view or purpose of the author.</li> <li>• Evaluate available evidence for thoroughness, completeness, and relevance.</li> <li>• Identify key excerpts that best capture the source’s central meaning.</li> <li>• Cite information from primary and secondary sources accurately and completely, attending to such details as date and origin of information.</li> <li>• Explain and analyze complexities and ambiguities in informational text. Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L. 11- 12 .4 &amp; L.11-12.6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1.)</li> <li>• (See also MD SLM IV.B, VI.B, and MD DL 2 and 3.)</li> </ul>

## 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.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"><li>• Preview source to activate prior content and context knowledge.</li><li>• Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information.</li><li>• Objectively summarize a text by including the appropriate key ideas, issues, and specific details.</li><li>• Determine the central meaning of the source, including what the source says explicitly.</li></ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"><li>• Preview source to activate prior content and context knowledge.</li><li>• Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information.</li><li>• Objectively summarize a text by including the appropriate key ideas, issues, and specific details.</li><li>• Determine the central meaning of the source, including what the source says explicitly.</li></ul>

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<ul style="list-style-type: none"> <li>○ Preview the source to activate prior content and context knowledge.</li> <li>○ Reread slowly and carefully, restate, or read on and revisit difficult parts.</li> <li>○ Analyze text clues that affect meaning.</li> <li>○ Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 &amp; L.9-10.6.)</li> <li>● Analyze ideas, issues, and specific details in a primary or secondary source that develop the central idea and/or claim and the connections among these elements.</li> <li>● Look back through the source to search for connections between and among ideas.</li> <li>● Connect the main idea of a primary source to the trends, patterns, or key concepts, found in history and/or social studies.</li> </ul>	<ul style="list-style-type: none"> <li>○ Preview the source to activate prior content and context knowledge.</li> <li>○ Reread slowly and carefully, restate, or read on and revisit difficult parts.</li> <li>○ Analyze text clues that affect meaning.</li> <li>○ Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.11-12.4 &amp; L.11-12.6.)</li> <li>● Analyze how multiple topics, central ideas, and/or claims interact in a text and explain how they clarify and extend meaning.</li> <li>● Analyze ideas, issues, and specific details in a text that develop multiple topics, central ideas and/or claims.</li> <li>● Look back through the source to search for connections between and among ideas.</li> <li>● Connect the main idea of a primary source to the trends, patterns, or key concepts, found in history and/or social studies.</li> </ul>

## 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.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>RH.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>Analyze and explain the interrelationships, causal and otherwise, between events in a primary or secondary source.</li> <li>Analyze and evaluate the interrelationships, causal and otherwise, between particular events described in a source and larger social, economic, and political trends and developments. (See also CCSS SL.9-10.3.)</li> <li>Identify and use knowledge of text organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution, to gain meaning.</li> <li>Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information.</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>Analyze, explain, and evaluate the author’s development of complex ideas, concepts, events, and individuals within informational texts.</li> <li>Analyze and evaluate the interrelationship among complex ideas, concepts, individuals, and sequence of events within informational texts. (See also CCSS SL.11-12.3.)</li> <li>Identify and use knowledge of text organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution, to gain meaning.</li> </ul>

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>RH.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
<ul style="list-style-type: none"><li>• Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions.</li><li>• (See MD SLM IV.B and MD DL 3.)</li></ul>	<ul style="list-style-type: none"><li>• Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions.</li><li>• Analyze primary and secondary sources (text, charts, graphs) to evaluate what evidence has been included and excluded in developing an idea, concept, or event.</li><li>• Connect the main ideas of a primary source to the trends, patterns, or key concepts found in history and/or social studies.</li><li>• (See MD SLM IV.B and MD DL 3.)</li></ul>

## 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.**

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p>RH.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"><li>• Use prior knowledge and context clues to determine meaning of words, phrases and other discipline specific vocabulary.</li><li>• Compare and contrast the syntax and tone of sources written for differing audiences and purposes.</li><li>• Analyze the meaning, use, and effect of word connotations, multiple meanings, and technical vocabulary.</li><li>• Analyze the meanings of colloquialisms, idioms, figurative language, and other words and phrases as they are used in context and influence text meaning and tone.</li></ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"><li>• Use prior knowledge and context clues to determine meaning of words, phrases and other discipline specific vocabulary.</li><li>• Analyze the meaning, use, and effect of word connotations, multiple meanings, technical vocabulary, and above grade-level words.</li><li>• Analyze the meanings of colloquialisms, idioms, figurative language, and other words and phrases as they are used in context and influence text meaning and tone.</li><li>• Trace and analyze the development of a key term(s) over the course of a text.</li></ul>

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p>RH.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p>
<ul style="list-style-type: none"> <li>• Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information to assist with the decoding of words and phrases with meanings specific to a given time period.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L. 9- 10. 4 &amp; L.9-10.6.)</li> </ul>	<ul style="list-style-type: none"> <li>• Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information to assist with the decoding of words and phrases with meanings specific to a given time period.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L. 11- 12 .4 &amp; L.11-12.6.)</li> </ul>

## 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.**

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Analyze and evaluate the effect of structural characteristics on meaning and/or purpose in an informational text.</li> <li>• Describe the structure of an argument; identify its claims and evidence.</li> <li>• 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.</li> <li>• Analyze and explain how an author deliberately manipulates language and text structures to develop and refine ideas or claims.</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Analyze and evaluate the effect of the structural characteristics on meaning and/or purpose in an informational text.</li> <li>• Describe the structure of an argument; identify its claims and evidence; and evaluate connections among evidence, inferences, and claims.</li> <li>• Analyze and evaluate the effectiveness of an author’s organization and structure as they contribute to a text’s overall meaning, purpose, and effect.</li> <li>• Analyze 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.</li> </ul>

## 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.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.6 - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Identify and explain the point of view, purpose, and audience of each author/source.</li> <li>• Analyze how each source's author/creator selects and omits certain details to support his/her point of view.</li> <li>• Place each source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information and analyze how the historical context affects point of view.</li> <li>• Compare differing points of view on the same event or issue, evaluating similarities and differences in the authors' claims and evidence, to draw conclusions about an historical question.</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Identify and explain an author's point of view or purpose in an informational text.</li> <li>• Analyze the effectiveness of the author's use of rhetoric and its contribution to meaning, point of view, and/or purpose of the text. (See also CCSS SL.11-12.3)</li> <li>• Assess how the author's point of view affects the credibility, selection of evidence, and historical significance of the source, noting any bias and/or prejudice.</li> <li>• Compare differing points of view on the same event or issue, evaluating similarities and differences in the authors' claims and evidence, to draw conclusions about an historical question.</li> <li>• Place each source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information, and analyze how the historical context affects point of view.</li> </ul>

## 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.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Compare and contrast quantitative and qualitative sources on the same topic for connections between and among ideas.</li> <li>• Compare, contrast, draw conclusions, and connect significant details and ideas between and among different media or formats.</li> <li>• Identify, analyze and evaluate for relevance reliability, and validity 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.</li> <li>• Analyze the kinds of information each type of source offers, and evaluate the strengths and weaknesses of each source.</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Compare, contrast, draw conclusions, and connect significant details and ideas between and among different media or formats.</li> <li>• Identify, analyze and evaluate for relevance reliability, and validity 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.</li> <li>• Analyze the kinds of information each type of source offers, and evaluate the strengths and weaknesses of each source.</li> <li>• Synthesize and evaluate information gathered from all sources to draw conclusions about a social studies question.</li> </ul>

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<ul style="list-style-type: none"><li>• Synthesize and evaluate information gathered from all sources to draw conclusions about a social studies question.</li><li>• Use multiple forms of evidence to support or refute ideas, issues, or positions.</li><li>• (See MD SLM IV.B and MD DL 3.)</li></ul>	<ul style="list-style-type: none"><li>• Use multiple forms of evidence to support or refute ideas, issues, or positions.</li><li>• (See MD SLM IV.B and MD DL 3.)</li></ul>

## 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.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p>RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Analyze and evaluate connections among evidence, inferences, and claims in an argument.</li> <li>• Analyze an author’s implicit and explicit assumptions and beliefs about a subject.</li> <li>• Identify and explain common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma).</li> <li>• Evaluate the credibility of an author’s argument by analyzing the manipulation of language, as well as the range, sufficiency, quality, relevance, and validity of the claims. (See also CCSS SL.9-10.2, SL.9-10.3.)</li> <li>• Evaluate the author’s acknowledgement of opposing views and the reasoning and evidence s/he uses to refute these views.</li> <li>• (See MD SLM IV.B and MD DL 3.)</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Analyze and evaluate connections among evidence, inferences, and claims in an argument.</li> <li>• Analyze the perspective of the author, noting any bias and/or prejudice, to determine whether the source is credible and historically significant.</li> <li>• Analyze and evaluate the arguments, evidence, credibility, and significance of multiple primary and secondary sources, comparing/contrasting each source against the others.</li> <li>• Evaluate how sources may corroborate or challenge claims and premises of both primary and secondary sources.</li> <li>• Identify and explain constitutional principles and legal reasoning in seminal U.S. texts. (See CCSS RI.11-12.8.)</li> <li>• (See MD SLM IV.B and MD DL 3.)</li> </ul>

## 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.

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Pose a social studies question, and identify and gather multiple primary and secondary sources that may be helpful in addressing that question.</li> <li>• Find relationships among gathered information, identifying where information from different sources converges and where it differs.</li> <li>• Analyze the kinds of information each type of source offers, and evaluate the strengths and weaknesses of each source.</li> <li>• Place each source in its historical context and analyze how that historical context affects point of view, bias, or purpose for writing.</li> <li>• Analyze and evaluate the credibility and reliability of each source, noting the author’s perspective and purpose.</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Pose a social studies question, and identify and gather multiple primary and secondary sources that may be helpful in addressing that question.</li> <li>• Find relationships among gathered information, identifying where information from different sources converges and where it differs.</li> <li>• Analyze the kinds of information each type of source offers, and evaluate the strengths and weaknesses of each source.</li> <li>• Place each source in its historical context and analyze how that historical context affects point of view, bias, or purpose for writing.</li> <li>• Analyze and evaluate the credibility and reliability of each source, noting the author’s perspective and purpose.</li> </ul>

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<ul style="list-style-type: none"> <li>• Draw conclusions, citing evidence from both primary and secondary sources.</li> <li>• (See MD SLM IV.B and MD DL 3.)</li> </ul>	<ul style="list-style-type: none"> <li>• Draw conclusions, citing evidence from both primary and secondary sources.</li> <li>• Identify and explain themes and concepts common to specific time periods in American history. (See CCSS RI.11-12.9.)</li> <li>• Analyze author’s purpose in foundational U. S. documents of the seventeenth-, eighteenth-, and nineteenth-centuries. (See CCSS RI.11-12.9.)</li> <li>• Analyze and explain the historical, cultural, and literary significance of specific foundational U. S. documents of the seventeenth-, eighteenth-, and nineteenth centuries. (See CCSS RI.11-12.9.)</li> <li>• Compare, contrast and analyze the treatment of related themes, concepts, and rhetorical devices in foundational U.S. documents of the seventeenth-, eighteenth and nineteenth centuries. (See CCSS RI.11-12.9.)</li> <li>• (See MD SLM IV.B and MD DL 3.)</li> </ul>

**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.**

GRADE 9-10 STUDENTS	GRADE 11-12 STUDENTS
<p>RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p>RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11- 12 CCR text complexity band independently and proficiently.</p>
<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of a wide range of sufficiently complex literary nonfiction. (See also MD SLM 6.0.)                         <ul style="list-style-type: none"> <li>○ Comprehend texts of steadily increasing complexity, with scaffolding as needed.</li> <li>○ As an emerging adult reader, set personal reading goals to self-select and explore texts of different disciplines and increasing complexity.</li> </ul> </li> <li>• Participate actively and appropriately in discussions about informational text.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9- 10.4 &amp; L.9-10.6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1.)</li> <li>• (See MD SLM V.A and V.C.)</li> </ul>	<p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of a wide range of sufficiently complex social studies sources. (See also MD SLM 6.0.)                         <ul style="list-style-type: none"> <li>○ Comprehend texts of steadily increasing complexity.</li> <li>○ As an emerging adult reader, set personal reading goals to self-select and explore texts of different genres and increasing complexity.</li> </ul> </li> <li>• Participate actively and appropriately in discussions about informational text.</li> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L. 11- 12 .4 &amp; L.11-12.6.)</li> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1.)</li> <li>• (See MD SLM V.A and V.C.)</li> </ul>

