Maryland Common Core State Curriculum Framework
Writing Standards for Literacy in History/Social Studies

Grades 6-8

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.
WHST.6-8.1 Write arguments focused on *discipline-specific content*. **1a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically **1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text **1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence **1d** Establish and maintain a formal style **1e -** Provide a concluding statement or section that follows from and supports the argument presented
Essential Skills and Knowledge

- Gather and organize primary and secondary sources to address a social studies problem or question. (See MD SLM. 6-8. 2A1, as needed.)

- Use sourcing, contextualization and corroboration to determine the accuracy and reliability of primary and secondary sources for an argument. (See CCSS WHST6-8.8.8)

- Demonstrate knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. (See CCSS WHST.6-8.7)

- Compare and contrast one's own claim or claims to all other claims. (See CCSS RL.8 5)

- Construct a draft that integrates key components of the argument and provides reinforcement for the argument:
  - Introduction – features a claim(s) in opposition to any alternate claim(s)
  - Body – introduce claims and supporting evidence
  - Conclusion – integrates key components of the argument and provides reinforcement for the argument

- Cite evidence accurately and appropriately. (See MD SLM 3.c.2, SLM 5.0)

- Use academic words and phrases specific to the disciplines of social studies to combine ideas, acknowledge alternate claims, and create cohesion and clarity in order to purposely formulate an argument. (See CCSS L.8.1a, L.8.3a)

- Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. (See CCSS WHST.6-8.5)

- Prepare the final product for presentation and/or publication. (See CSSS WHST.6-8.6)

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.
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

*Refer to *Common Core Language Progressive Skills, by Grade*

Black = Common Core State Standard language   Red = Maryland-specific suggestions for instruction

2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings) graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension

2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts

2d Use precise language and domain-specific vocabulary to inform about or explain the topic

2e Establish and maintain a formal style

2f Provide a concluding statement or section that follows from and supports the information or explanation presented

Essential Skills and Knowledge

- Gather and evaluate information about a social studies problem or topic from a variety of reliable print and digital sources. (See CCSS RHST.6-8.7,WHST.6-8.8)

- Determine the most effective information gathered from a variety of reliable primary and secondary sources using sourcing, contextualization, and corroboration. (See MD SLM.6-8.2A1.)

- Review the information for relevancy and accuracy

- Analyze information selected to determine the ideas and concepts

- Organize information effectively within an established structure

- Construct a draft that integrates key components of the argument and provides reinforcement for the argument:
    o Introduction – presents a thesis clearly and establishes the important concepts and ideas
    o Body – explains the topic with attention to the effective organization of information
    o Conclusion – logically integrates and reinforces the main points of the informative/explanatory text

- Cite information from sources accurately and appropriately. (See MD SLM 3.c.2, SLM 5.0)

- Use academic words and phrases, with an emphasis on the discipline of social studies, to combine ideas and create cohesion and clarity in order to explain and idea or topic.

- Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. (See CCSS WHST.6-8.5)

- Prepare the final product for presentation and/or publication. (See CSSS WHST.6-8.6)

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.

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WHST.6-8.3 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.)
Essential Skills and Knowledge
• N/A
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.
WHST.6-8.4 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.
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.
WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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 (See CCSS L.6-8.2; see also CCSS L.4.3b*)
   o Spelling, capitalization, punctuation
   o Complete sentences (See CCSS L.4.1f*)

CCR Anchor Standard #6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Essential Skills and Knowledge

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- Apply and/or adapt the MDTLSS technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences.

- Apply computer literacy and keyboarding skills at the intermediate 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 (See MD TL 8 1A1.a.)

- Use technology responsibly to enhance learning, collaboration, and communication. (See MD TL 8 2A1, 2B1, 2B2, 2B3, 3A1, 3B1, 3C1, 4A1, 4B1.)

- Use technology to:
  - locate, evaluate, and organize information. (See MD TL 8 5A1, 5B1.)
  - solve problems by strategizing, analyzing and communicating data, and examining solutions (See MD TL 8 6A1, 6A2, 6A3, 6A4, 6A5, 6B.)

- See also MD SLM 2.0, SLM 3.0, SLM 4.0, SLM 5.0, TL 5.0, TL 6.0.

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.
WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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 issue or event.

- Locate and evaluate resources. (See MD SLM. 6-8. 2A1, 2B1, 2B2)

- Find data and/or information within a variety of print or digital sources.

- Use a variety of formats to prepare the findings/conclusions for sharing.

- Share findings and/or conclusions through a variety of print and multimedia venues.

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.

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WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Essential Skills and Knowledge
• Locate and evaluate the appropriateness of primary and secondary sources. (See MD SLM.6-8. 2A1.a, 2A1.b, 2b1.c, 2B2.a, 3A1.a, 3A1.b, 3A2.b.) • Develop search terms vocabulary and searching strategies. • Quote, paraphrase, or draw conclusions from sources during research. (See MD SLM.6-8. 3C1.a, 3C1.b, 3C1. c, 3C1.d, 3C1.e, 3C1.f.) • Evaluate and analyze the quality, accuracy, and sufficiency of research. (See MD SLM. 6-8. 4A1. a, 4A1. b, 4A1.c, 4A1.d, 4A1.e.) • Use appropriate bibliographic information and format (such as APA). (See MD SLM. 6-8. 3C2.a, 3C2. b, 3C2.c.)
CCR Anchor Standard #9 Draw evidence from literary or informational texts to support analysis, reflection and research.
WHST.6-8.9 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 social studies disciplines.
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.
WHST.6-8.10 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 discipline-specific tasks, purposes, and audiences.
Essential Skills and Knowledge
• Adjust the writing process as necessary for different grade appropriate writing tasks, purposes, context, and audiences. • Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies.

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