

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

Grades 9-12

Cluster: Key Ideas and Details	
CCR Anchor Standard #1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grades 9-10:	Grades 11-12:
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.	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.
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader. • Participate actively and appropriately in discussions about informational text, including primary and secondary sources such as documents, maps, charts, graphs, and excerpts from monographs. • Preview source to activate prior content and context knowledge. • Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information. • Cite specific evidence from primary and secondary sources that supports the source's explicit central meaning. • Cite specific evidence that supports inferences and implications that inform the social studies question being considered. • Identify point of view or purpose of the author. • Evaluate available evidence for thoroughness, completeness, and relevance. • Identify key excerpts that best capture the source's central meaning. • Cite information from primary and secondary sources accurately and completely, attending to such details as date and origin of information. • Interpret, explain, and apply appropriate academic and/or domain-specific 	<ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader. • Participate actively and appropriately in discussions about informational text, including primary and secondary sources such as documents, maps, charts, graphs, and excerpts from monographs. • Preview source to activate prior content and context knowledge. • Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information. • Cite specific evidence from primary and secondary sources that supports the source's explicit central meaning. • Cite specific evidence that supports inferences and implications that inform the social studies question being considered. • Identify point of view or purpose of the author. • Evaluate available evidence for thoroughness, completeness, and relevance. • Identify key excerpts that best capture the source's central meaning. • Cite information from primary and secondary sources accurately and completely, attending to such details as date and origin of information. • Explain and analyze complexities and ambiguities in informational text.

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<ul style="list-style-type: none"> vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 & L.9-10.6) • Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1) • See also MD SLM 2.0 & 3.0, as needed. 	<ul style="list-style-type: none"> • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L. 11-12.4 & L.11-12.6) • Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1) • See also MD SLM 2.0 & 3.0, as needed.
CCR Anchor Standard #2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grades 9-10:	Grades 11-12:
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.
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Preview source to activate prior content and context knowledge. • Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information. • Objectively summarize a text by including the appropriate key ideas, issues, and specific details. • Determine the central meaning of the source, including what the source says explicitly. <ul style="list-style-type: none"> ○ Preview the source to activate prior content and context knowledge. ○ Reread slowly and carefully, restate, or read on and revisit difficult parts. ○ Analyze text clues that affect meaning. ○ Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 & L.9-10.6) • 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. • Look back through the source to search for connections between and among ideas. 	<ul style="list-style-type: none"> • Preview source to activate prior content and context knowledge. • Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information. • Objectively summarize a text by including the appropriate key ideas, issues, and specific details. • Determine the central meaning of the source, including what the source says explicitly. <ul style="list-style-type: none"> ○ Preview the source to activate prior content and context knowledge. ○ Reread slowly and carefully, restate, or read on and revisit difficult parts. ○ Analyze text clues that affect meaning. ○ Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.11-12.4 & L.11-12.6) • Analyze how multiple topics, central ideas, and/or claims interact in a text and explain how they clarify and extend meaning. • Analyze ideas, issues, and specific details in a text that develop multiple topics, central ideas and/or claims.

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<ul style="list-style-type: none"> Connect the main idea of a primary source to the trends, patterns, or key concepts, found in history and/or social studies. 	<ul style="list-style-type: none"> Look back through the source to search for connections between and among ideas. Connect the main idea of a primary source to the trends, patterns, or key concepts, found in history and/or social studies.
CCR Anchor Standard #3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
Grades 9-10:	Grades 11-12:
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.	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.
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Analyze and explain the interrelationships, causal and otherwise, between events in a primary or secondary source. 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) 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. Place the source in its historical context by examining features such as the title, creator, date, origin, and purpose of the information. Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions. See also MD SLM 4.0, as needed. 	<ul style="list-style-type: none"> Analyze, explain, and evaluate the author's development of complex ideas, concepts, events, and individuals within informational texts. Analyze and evaluate the interrelationship among complex ideas, concepts, individuals, and sequence of events within informational texts. (See also CCSS SL.11-12.3) 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. Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions. Analyze primary and secondary sources (text, charts, graphs) to evaluate what evidence has been included and excluded in developing an idea, concept, or event. Connect the main ideas of a primary source to the trends, patterns, or key concepts found in history and/or social studies. See also MD SLM 4.0, as needed.
Cluster: Craft and Structure	

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CCR Anchor Standard #4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Grades 9-10:	Grades 11-12:
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.	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.
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Use prior knowledge and context clues to determine meaning of words, phrases and other discipline specific vocabulary. • Compare and contrast the syntax and tone of sources written for differing audiences and purposes. • Analyze the meaning, use, and effect of word connotations, multiple meanings, and technical vocabulary. • 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. • 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. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L. 9-10. 4 & L.9-10.6) 	<ul style="list-style-type: none"> • Use prior knowledge and context clues to determine meaning of words, phrases and other discipline specific vocabulary. • Analyze the meaning, use, and effect of word connotations, multiple meanings, technical vocabulary, and above grade-level words. • 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. • Trace and analyze the development of a key term(s) over the course of a text. • 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. • Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L. 11-12 .4 & L.11-12.6)
CCR Anchor Standard 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.	
Grades 9-10:	Grades 11-12:
RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	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.
Essential Skills and Knowledge	Essential Skills and Knowledge

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<ul style="list-style-type: none"> Analyze and evaluate the effect of structural characteristics on meaning and/or purpose in an informational text. Describe the structure of an argument; identify its claims and evidence. 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. Analyze and explain how an author deliberately manipulates language and text structures to develop and refine ideas or claims. 	<ul style="list-style-type: none"> Analyze and evaluate the effect of the structural characteristics on meaning and/or purpose in an informational text. Describe the structure of an argument; identify its claims and evidence; and evaluate connections among evidence, inferences, and claims. Analyze and evaluate the effectiveness of an author's organization and structure as they contribute to a text's overall meaning, purpose, and effect. 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
CCR Anchor Standard #6 Assess how point of view or purpose shapes the content and style of a text.	
Grades 9-10:	Grades 11-12:
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.	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.
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Identify and explain the point of view, purpose, and audience of each author/source. Analyze how each source's author/creator selects and omits certain details to support his/her point of view. 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. 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. 	<ul style="list-style-type: none"> Identify and explain an author's point of view or purpose in an informational text. 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) 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. 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. 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.
Cluster: Integration of Knowledge and Ideas	
CCR Anchor Standard #7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	

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Grades 9-10:	Grades 11-12:
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.
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Compare and contrast quantitative and qualitative sources on the same topic for connections between and among ideas. • Compare, contrast, draw conclusions, and connect significant details and ideas between and among different media or formats. • 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. • Analyze the kinds of information each type of source offers, and evaluate the strengths and weaknesses of each source. • Synthesize and evaluate information gathered from all sources to draw conclusions about a social studies question. • Use multiple forms of evidence to support or refute ideas, issues, or positions. • See also MD Standard SLM 4.0 	<ul style="list-style-type: none"> • Compare, contrast, draw conclusions, and connect significant details and ideas between and among different media or formats. • 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. • Analyze the kinds of information each type of source offers, and evaluate the strengths and weaknesses of each source. • Synthesize and evaluate information gathered from all sources to draw conclusions about a social studies question. • Use multiple forms of evidence to support or refute ideas, issues, or positions. • See also MD Standard SLM 4.0
CCR Anchor Standard #8	
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Grades 9-10:	Grades 11-12:
RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.	RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Analyze and evaluate connections among evidence, inferences, and claims in an argument. • Analyze an author's implicit and explicit assumptions and beliefs about a subject. 	<ul style="list-style-type: none"> • Analyze and evaluate connections among evidence, inferences, and claims in an argument. • Analyze the perspective of the author, noting any bias and/or prejudice, to

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<ul style="list-style-type: none"> • Identify and explain common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma). • 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) • Evaluate the author's acknowledgement of opposing views and the reasoning and evidence s/he uses to refute these views. • See also MD Standard SLM 4.0 	<p style="color: red;">determine whether the source is credible and historically significant.</p> <ul style="list-style-type: none"> • Analyze and evaluate the arguments, evidence, credibility, and significance of multiple primary and secondary sources, comparing/contrasting the each source against the others. • Evaluate how sources may corroborate or challenge claims and premises of both primary and secondary sources. • Identify and explain constitutional principles and legal reasoning in seminal U.S. texts. (See CSSS RI.11-12.8) • See also MD Standard SLM 4.0
<p>CCR Anchor Standard #9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
Grades 9-10:	Grades 11-12:
<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>
Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> • Pose a social studies question, and identify and gather multiple primary and secondary sources that may be helpful in addressing that question. • Find relationships among gathered information, identifying where information from different sources converges and where it differs. • Analyze the kinds of information each type of source offers, and evaluate the strengths and weaknesses of each source. • Place each source in its historical context and analyze how that historical context affects point of view, bias, or purpose for writing. • Analyze and evaluate the credibility and reliability of each source, noting the author's perspective and purpose. • Draw conclusions, citing evidence from both primary and secondary sources. 	<ul style="list-style-type: none"> • Pose a social studies question, and identify and gather multiple primary and secondary sources that may be helpful in addressing that question. • Find relationships among gathered information, identifying where information from different sources converges and where it differs. • Analyze the kinds of information each type of source offers, and evaluate the strengths and weaknesses of each source. • Place each source in its historical context and analyze how that historical context affects point of view, bias, or purpose for writing. • Analyze and evaluate the credibility and reliability of each source, noting the author's perspective and purpose. • Draw conclusions, citing evidence from both primary and secondary sources. • Identify and explain themes and concepts common to specific time periods in

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<ul style="list-style-type: none"> See also MD Standard SLM 4.0 	<p style="color: red;">American history. (See CCSS RI.11-12.9)</p> <ul style="list-style-type: none"> Analyze author's purpose in foundational U. S. documents of the seventeenth-, eighteenth-, and nineteenth-centuries. (See CCSS RI.11-12.9) 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) 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) See also MD Standard SLM 4.0
Cluster: Range of Reading and Level of Text Complexity	
CCR Anchor Standard #10 Read and comprehend complex literary and informational texts independently and proficiently.	
Grades 9-10:	Grades 11-12:
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.	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.
<b style="color: red;">Essential Skills and Knowledge	<b style="color: red;">Essential Skills and Knowledge
<ul style="list-style-type: none"> Demonstrate understanding of a wide range of sufficiently complex literary nonfiction. (See also MD SLM 6.0) <ul style="list-style-type: none"> Comprehend texts of steadily increasing complexity, with scaffolding as needed. As an emerging adult reader, set personal reading goals to self select and explore texts of different disciplines and increasing complexity. Participate actively and appropriately in discussions about informational text. Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 & L.9-10.6) Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1) 	<ul style="list-style-type: none"> Demonstrate understanding of a wide range of sufficiently complex social studies sources. (See also MD SLM 6.0) <ul style="list-style-type: none"> Comprehend texts of steadily increasing complexity. As an emerging adult reader, set personal reading goals to self select and explore texts of different genres and increasing complexity. Participate actively and appropriately in discussions about 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 & L.11-12.6) Use knowledge of language and its conventions when speaking and writing. (See CCSS L.11-12.1)

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