

# Literacy

## 9<sup>th</sup>–10<sup>th</sup> Grade

### Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects

R <sub>HSS</sub> Reading Standards for Literacy in History/Social Studies	<b>Key Ideas and Details</b> <ol style="list-style-type: none"><li>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.</li><li>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.</li><li>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li></ol>
	<b>Craft and Structure</b> <ol style="list-style-type: none"><li>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.</li><li>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</li><li>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.</li></ol>
	<b>Integration of Knowledge and Ideas</b> <ol style="list-style-type: none"><li>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li><li>8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</li><li>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</li></ol>
	<b>Range of Reading and Level of Text Complexity</b> <ol style="list-style-type: none"><li>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.</li></ol>

R <sub>ST</sub> Reading Standards for Literacy in Science and Technical Subjects	<b>Key Ideas and Details</b> <ol style="list-style-type: none"><li>1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</li><li>2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</li><li>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</li></ol>
	<b>Craft and Structure</b> <ol style="list-style-type: none"><li>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>.</li><li>5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i>, <i>friction</i>, <i>reaction force</i>, <i>energy</i>).</li><li>6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</li></ol>
	<b>Integration of Knowledge and Ideas</b> <ol style="list-style-type: none"><li>7. Translate quantitative or technical information expressed in words in a text into visual form (a table or chart) and translate information expressed visually or mathematically (in an equation) into words.</li><li>8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</li><li>9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</li></ol>
	<b>Range of Reading and Level of Text Complexity</b> <ol style="list-style-type: none"><li>10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</li></ol>

W Writing Standards	<b>Text Types and Purposes</b> <ol style="list-style-type: none"><li>1. Write arguments focused on <i>discipline-specific content</i>.<ol style="list-style-type: none"><li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create and organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li><li>b. Develop claim(s) 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.</li><li>c. 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.</li><li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li></ol></li><li>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<ol style="list-style-type: none"><li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information/examples appropriate to the audience's knowledge of the topic.</li><li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li><li>d. 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.</li><li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>f. 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).</li></ol></li><li>3. Not applicable as a separate requirement. <b>Note:</b> 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. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</li></ol>
	<b>Production and Distribution of Writing</b> <ol style="list-style-type: none"><li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>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.</li><li>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.</li></ol>
	<b>Research to Build and Present Knowledge</b> <ol style="list-style-type: none"><li>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.</li><li>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.</li><li>9. Draw evidence from informational texts to support analysis, reflection, and research.</li></ol>
	<b>Range of Writing</b> <ol style="list-style-type: none"><li>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.</li></ol>

The grade level standards listed in the table above define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### College and Career Readiness Anchor Standards for Reading

<b>Key Ideas and Details</b> <ol style="list-style-type: none"><li>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.</li><li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li><li>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</li></ol>
<b>Craft and Structure</b> <ol style="list-style-type: none"><li>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.</li><li>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.</li><li>6. Assess how point of view or purpose shapes the content and style of a text.</li></ol>
<b>Integration of Knowledge and Ideas</b> <ol style="list-style-type: none"><li>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</li><li>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.</li><li>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.</li></ol>
<b>Range of Reading and Level of Text Complexity</b> <ol style="list-style-type: none"><li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li></ol>

### for Writing

<b>Text Types and Purposes</b> <ol style="list-style-type: none"><li>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</li><li>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.</li><li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</li></ol>
<b>Production and Distribution of Writing</b> <ol style="list-style-type: none"><li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li><li>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li></ol>
<b>Research to Build and Present Knowledge</b> <ol style="list-style-type: none"><li>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li><li>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.</li><li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li></ol>
<b>Range of Writing</b> <ol style="list-style-type: none"><li>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.</li></ol>