New York Literacy in History/Social Studies, Science, and Technical Subjects

Grades 9, 10

Adopted 2017

Reading Standards for Literacy in History/Social Studies 9-10

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc. RH.1
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text. RH.2
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. RH.3

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies. RH.4
5. Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically). RH.5
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.6

Integration of Knowledge and Ideas

7. Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.7
8. Analyze 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.8
9. Compare and contrast treatments of the same topic in several primary and secondary sources. RH.9

Reading Standards for Literacy in Science and Technical Subjects 9-10

Key Ideas and Details

1. Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions. RST.1

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2. Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source. RST.2
3. Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc. RST.3

Craft and Structure

4. Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s). RST.4
5. Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic. RST.5
6. Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. RST.6

Integration of Knowledge and Ideas

7. Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words. RST.7
8. Assess the extent to which the reasoning and evidence in a source support the author's claim or a recommendation for solving a scientific or technical problem. RST.8
9. Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. RST.9

Literacy Standards for Writing 6-12

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. WL.1
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. WL.2
3. Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences. WL.3
4. Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences. WL.4

Research to Build and Present Knowledge

5. Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation. WL.5

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6. Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. WL.6
7. Draw evidence from literary or informational texts to support analysis, reflection, and research. WL.7

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 9-10

Text Types and Purposes

1. Write arguments focused on discipline-specific content. WHST.1
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. WHST.1.A
   b. Develop claim(s) and counterclaims objectively, 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. WHST.1.B
   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. WHST.1.C
   d. Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing. WHST.1.D
   e. Provide a concluding statement or section that follows from or supports the argument presented. WHST.1.E
2. Write informative/explanatory text focused on discipline-specific content. WHST.2
   a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions. WHST.2.A
   b. Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic. WHST.2.B
   c. Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. WHST.2.C
   d. Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience. WHST.2.D
   e. Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing. WHST.2.E
3. Write narratives to understand and event or topic, appropriate to discipline-specific norms, conventions, and tasks. WHST.3

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4. Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. WHST.4

Research to Build and Present Knowledge

5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.5
6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. WHST.6
7. Draw evidence from informational texts to support analysis, reflection, and research. WHST.7