South Dakota English Language Arts

9th-10th Grade Literacy and Writing in History/Social Studies, Science and Technical Subjects

Literacy in History/Social Studies RH

1 **Accurately cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.** 9-10.RH.1

2 **Determine the central ideas of primary or secondary sources.** 9-10.RH.2

- a Analyze how ideas develop over the course of the text. 9-10.RH.2.A
- b Provide an accurate summary. 9-10.RH.2.B

3 **Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.** 9-10.RH.3

4 **Determine the meaning of words and phrases as they are used in a text, including domain-specific and content-specific vocabulary describing political, social, or economic aspects of history/social studies.** 9-10.RH.4

5 **Analyze how a text is structured (e.g. section, chapters, paragraphs) to emphasize key points or advance an explanation or analysis.** 9-10.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. Evaluate the texts for bias.** 9-10.RH.6

7 **Integrate and evaluate quantitative or technical analysis (e.g., charts, graphs, and research data) with qualitative analysis in print or digital text.** 9-10.RH.7

8 **Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient.** 9-10.RH.8

9 **Compare and contrast treatments of the same topic in several primary and secondary sources to build knowledge.** 9-10.RH.9

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	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.** 9-10 RH.10
Literacy in Science and Technical Subjects RST	1	**Accurately cite specific textual evidence to support analysis of science and technical texts, attending to accurate and relevant details of explanations or descriptions.** 9-10.RST.1
	2	**Determine the central ideas of a text.** 9-10.RST.2 a Analyze the text's development of a complex process, phenomenon, or concept. 9-10.RST.2.A b Provide an accurate summary of the text. 9-10.RST.2.B
	3	**Analyze a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.** 9-10.RST.3
	4	**Determine the meaning of symbols, equations, graphical and tabular representations, domain-specific and content- specific words and phrases including relationships among key terms (e.g., force, friction, reaction force, energy) as they are used in a specific scientific or technical context relevant to grades 9–10 grade level texts and topics.** 9-10.RST.4
	5	**Analyze how a text is structured (e.g. section, paragraphs, graphs, diagrams) to emphasize key points or advance an explanation or analysis.** 9-10.RST.5
	6	**Analyze how the author's purpose or point of view shapes the style and content when providing an explanation, describing a procedure, or discussing an experiment in a text.** 9-10.RST.6
	7	**Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.** 9-10.RST.7
	8	**Delineate (break down) and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient.** 9-10.RST.8
	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.** 9-10.RST.9
	10	**By the end of grade 10 read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.** 9-10.RST.10
Writing in History/Social Stu Te	1	**Write arguments focused on discipline-specific content.** 9-10.WHST.1

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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. 9-10.WHST.1.A

b Develop claim(s) and counterclaims fairly, supplying valid and sufficient data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a disciplined- appropriate form and in a manner that anticipates the audience's knowledge level and concerns. 9-10.WHST.1.B

c Use appropriate and varied transitional 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. 9-10.WHST.1.C

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. 9-10.WHST.1.D

e Craft a concluding statement or section that follows from or supports the argument presented. 9-10.WHST.1.E

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2 **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** 9-10.WHST.2

a Introduce a topic; organize complex 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 aid comprehension. 9-10.WHST.2.A

b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 9-10.WHST.2.B

c Use appropriate and varied transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 9-10.WHST.2.C

d Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish a clear voice. 9-10.WHST.2.D

e 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). 9-10.WHST.2.E

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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. 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) each the same results.** 9-10.WHST.3

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4 **Produce clear and coherent writing in which the development, organization, style, voice, and tone are appropriate to task, purpose, and audience.** 9-10.WHST.4

5 **Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers, adults, and/or digital tools as needed.** 9-10.WHST.5

6 **Use technology to produce, revise, edit, and/or publish individual or shared writing products, and interact or collaborate with others, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.** 9-10.WHST.6

7 **Conduct short as well as more sustained research; narrow or broaden the inquiry when appropriate; demonstrate understanding of the subject under investigation using multiple sources.** 9-10.WHST.7

8 **Gather relevant information from multiple sources; use advanced searches effectively; assess the relevance, accuracy, and credibility of each source; and fluently integrate information. (e.g. paraphrases, summaries, direct quotations, elaborations, and attributions). Avoid plagiarism and follow a standard format for citation.** 9-10.WHST.8

9 **Draw relevant evidence from literary or informational texts to support analysis, reflection, narrative and creative texts, and research, applying one or more grade 9-10 standards for Reading Literature or Reading Informational Text as needed.** 9-10.WHST.9

10 **Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.** 9-10.WHST.10