

Literacy in Social Studies CCLS Addressed technical SS.**Grades 9 & 10****Key Ideas and Details- (Focus on Informational Text/Prim. & Sec. Sources. Shift 4)**

1. Cite specific textual evidence to support analysis of primary/secondary sources, such features as the date and origin of the information. [CCSS.ELA-Literacy.RH.9-10.1](#)
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. [CCSS.ELA-Literacy.RH.9-10.2](#)
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. [CCSS.ELA-Literacy.RH.9-10.3](#)

Craft and Structure-

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. [CCSS.ELA-Literacy.RH.9-10.4](#)
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. [CCSS.ELA-Literacy.RH.9-10.5](#)
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. [CCSS.ELA-Literacy.RH.9-10.6](#)

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. [CCSS.ELA-Literacy.RH.9-10.7](#)
8. Assess the extent to which the reasoning and evidence in a text support the author's claims. [CCSS.ELA-Literacy.RH.9-10.8](#)
9. Compare and contrast treatments of the same topic in several primary and secondary sources. [CCSS.ELA-Literacy.RH.9-10.9](#)

Range of Reading and Text Complexity

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. [CCSS.ELA-Literacy.RH.9-10.10](#)

Writing in Social Studies CCLS Addressed technical SS.**Grades 9 & 10****Texts, Types, and Purposes**

1. **Write arguments focused on *discipline-specific content.*** ([CCSS.ELA-Literacy.WHST.9-10.1](#))
 - 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. [CCSS.ELA-Literacy.WHST.9-10.1a](#)
 - 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. [CCSS.ELA-Literacy.WHST.9-10.1b](#)
 - 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. [CCSS.ELA-Literacy.WHST.9-10.1c](#)
 - 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. [CCSS.ELA-Literacy.WHST.9-10.1d](#)
 - e. Provide a concluding statement or section that follows from or supports the argument presented. [CCSS.ELA-Literacy.WHST.9-10.1e](#)
2. **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** [CCSS.ELA-Literacy.WHST.9-10.2](#)
 - 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. [CCSS.ELA-Literacy.WHST.9-10.2a](#)
 - 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. [CCSS.ELA-Literacy.WHST.9-10.2b](#)
 - 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. [CCSS.ELA-Literacy.WHST.9-10.2c](#)
 - 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. [CCSS.ELA-Literacy.WHST.9-10.2d](#)

Sample Text Complexity Passages for 9 & 10**Literature, Stories, Dramas, Poetry- Examples**

The Tragedy of Macbeth by William Shakespeare (1592)
 “Ozymandias” by Percy Bysshe Shelley (1817)
 “The Raven” by Edgar Allan Poe (1845)
 “The Gift of the Magi” by O. Henry (1906)
The Grapes of Wrath by John Steinbeck (1939)
Fahrenheit 451 by Ray Bradbury (1953)
The Killer Angels by Michael Shaara (1975)

Informational Text- Literary Non-Fiction Examples

“Speech to the Second Virginia Convention” by Patrick Henry (1775)
 “Farewell Address” by George Washington (1796)
 “Gettysburg Address” by Abraham Lincoln (1863)
 “State of the Union Address” by Franklin Delano Roosevelt (1941)
 “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964)
 “Hope, Despair and Memory” by Elie Wiesel (1997)

Six Shifts in ELA/Literacy:

1. **Balancing Informational and Literary Text**
 (Read/Analyze a balance of inform. and lit. texts)
2. **Building Knowledge in the Disciplines**
 (Students build **knowledge** about the world (domains/**content areas**) through **text rather than the teacher or activities**)
3. **Staircase of Complexity**
 (Read the central, grade appropriate text around which instruction is centered. Close Reading)
4. **Text-Based Answers**
 (Rich and rigorous evidence based conversations about text.)
5. **Writing From Sources**
 (Writing emphasizes use of evidence from sources to inform or make an argument.)
6. **Academic Vocabulary**
 (Build the transferable vocabulary they need to access grade level complex texts. done effectively by spiraling like content in increasingly complex texts.)

Writing in Social Studies CCLS Addressed technical SS. 9 & 10

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.

[CCSS.ELA-Literacy.WHST.9-10.2e](#)

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). [CCSS.ELA-Literacy.WHST.9-10.2f](#)

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**

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.WHST.9-10.4](#)

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. [CCSS.ELA-Literacy.WHST.9-10.5](#)

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.

[CCSS.ELA-Literacy.WHST.9-10.6](#)

RESEARCH FOCUS-

7. Conduct **short** as well as **more sustained research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.WHST.9-10.7](#)

8. 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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.WHST.9-10.8](#)

9. Draw evidence from informational texts to support analysis, reflection, and research. [CCSS.ELA-Literacy.WHST.9-10.9](#)

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. [CCSS.ELA-Literacy.WHST.9-10.10](#)

