

Writing for Literacy Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Text Types and Purposes	Grade level:	9-10
----------------	--	-------------------------	-------------------------	---------------------	------

Number Sequence & Standard	Correlating ELA Standard
<p>9-10.WHST.1 Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>9-10.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Student Friendly Language:
<p>I can write to support my position with facts and examples in a piece of writing.</p> <p>I can organize the evidence, reasons, and claims to establish a clear relationship among them.</p> <p>I can consider the audience’s concerns while developing claims and counterclaims.</p> <p>I can use transitions to line up evidence and make reasons clear.</p> <p>I can use professional writing appropriate to an argument.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Argument ● Claim and counterclaim ● Substantive topics ● Valid reasoning ● Relevant and sufficient evidence ● Cohesion ● Concluding statement ● Formal Style ● Objective Tone ● Target Audience 	<p>Arguing productively and factually requires supporting evidence and strength of claims and counterclaims.</p> <p>Structuring a claim and counterclaim need supporting evidence.</p> <p>Arguments need to be reasonable and relevant.</p> <p>The process of analysis is essential to an argument.</p> <p>Relevant and sufficient evidence is embedded in substantive topics.</p> <p>Arguments must be well thought-out, structured properly, well-supported by claims, and have consideration to the audience.</p>	<p>Write arguments to support claims in an analysis.</p> <p>Use valid reasoning to support claims and counterclaims.</p> <p>Choose relevant and sufficient evidence to support claims and counterclaims.</p> <p>Introduce claims and counterclaims.</p> <p>Create a thesis statement that clarifies your argument.</p> <p>Organize the essay to establish clear relationships.</p> <p>Develop claims and counter claims with evidence.</p> <p>Point out strengths and limitations of claims and counterclaims.</p> <p>Supply evidence while pointing out strengths and limitations.</p> <p>Anticipate audience's knowledge.</p> <p>Use words, phrases and clauses as transitions to link major sections.</p> <p>Clarify the relationships between claims and counterclaims.</p> <p>Establish and maintain a formal style.</p> <p>Establish and maintain an objective tone.</p> <p>Use norms and conventions appropriate to the writing arguments.</p> <p>Provide a concluding statement (section) supporting the argument.</p>

Key Vocabulary:

Thesis Statement	Introduction	Body
Conclusion	Argument	Evidence
Claims and Counterclaims	Logical Fallacies	

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students use arguments to try to get what they want; therefore, learning to argue effectively may help them to achieve personal goals.

Students need to utilize arguments, evidence and facts, while marketing their business.

Students need to analyze problems and determine solutions each day of their lives.

Students need to substantiate claims for belonging and promotion in the workplace.

Writing for Literacy Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Text Types and Purposes	Grade level:	9-10
----------------	--	-------------------------	-------------------------	---------------------	------

Number Sequence & Standard	Correlating ELA Standard
<p>9-10.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>	<p>9-10.W.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.</p> <p>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 aiding comprehension.</p> <p>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.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or es or the significance of the topic) explanation presented (e.g., articulating implication</p>

Student Friendly Language:
<p>I can develop a topic for writing from relevant information and details.</p> <p>I can write an informative essay that is clear and accurate.</p> <p>I can choose and narrow the topic.</p> <p>I can organize the ideas in my essay.</p> <p>I can analyze ideas through my writing.</p> <p>I can use transitions that connect ideas and paragraphs to unify and clarify the information.</p> <p>I can use precise language and content-specific vocabulary to communicate the complexity of a topic.</p> <p>I can maintain a formal writing style and objective tone appropriate to the purpose.</p> <p>I can craft an effective concluding statement or paragraph that illustrates the importance of the topic.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Organization: <ul style="list-style-type: none"> • Outline • Introduction (thesis statement) • Body Paragraphs • Conclusion • Narrowing a topic • Relevant facts and details • Target Audience • Transitions • Formatting styles • Use of quotations • Facts: relevant and precise • Precise language • Content-specific vocabulary 	<p>An introduction organizes complex concepts and provides a framework for developing those concepts.</p> <p>Expository writing needs to follow proper formatting style guidelines.</p> <p>Well-chosen specific details, facts and examples help develop complex ideas.</p> <p>Transitions unify ideas and paragraphs.</p> <p>Transitions clarify relationships between ideas.</p> <p>Word choice and content-specific vocabulary aid in clearly communicating complex concepts.</p> <p>The audience impacts the writer's purpose.</p> <p>A conclusion presents a summation of the most significant ideas in relation to the topic, and identifies the implications of those ideas for the audience.</p>	<p>Write an effective introduction.</p> <p>Organize and connect complex ideas and concepts through the use of formatting, graphics, and multimedia.</p> <p>Incorporate facts, vocabulary, specific details and quotations relevant to convey understanding.</p> <p>Use transitions in writing to link, unify, and clarify ideas and concepts.</p> <p>Communicate ideas by choosing content specific language and vocabulary.</p> <p>Demonstrate consistency in style and tone that is appropriate to a particular audience.</p> <p>Write a conclusion to reaffirm the material presented.</p>

Key Vocabulary:		
Informative and explanatory texts Thesis statement	Transitional devices Concluding Statement	Domain specific vocabulary Tone
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?		
<p>Students will use expository writing in the real world in any job: police officers, caseworkers, teachers, managers, etc. They may be called upon to write incident reports, evaluations, and reviews.</p> <p>Students write applications for employment, scholarships, grants; people write letters to friends, family, governmental agencies, businesses -- essentially any line of work may require some form of writing.</p> <p>Students may eventually write for fun to share their personal knowledge and experiences.</p>		

Writing for Literacy Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Production and Distribution of Writing	Grade level:	9-10
----------------	--	-------------------------	--	---------------------	------

Number Sequence & Standard	Correlating ELA Standard
9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Specific expectations for writing types are defined in standards 1-3.)

Student Friendly Language:
<p>I can identify my task, purpose, and audience.</p> <p>I can make my written ideas clear and easy to understand.</p> <p>I can plan and organize my writing to be appropriate for the task, purpose and audience.</p> <p>I can use different word choice and sentence structure depending on my audience.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Audience ● Task ● Purpose ● Writing process ● Style ● Coherency ● Development ● Organization 	<p>Different kinds of writing require specific organizational patterns.</p> <p>Clear and coherent writing is easy to understand</p>	<p>Produce a clear and coherent document using the writing process.</p> <p>Demonstrate the ability to develop a variety of writing styles.</p>

Key Vocabulary:
<p>Coherence organization style Audience Purpose Task</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>People produce a variety of writing in everyday life: holiday correspondence, emails, letters of recommendation, family histories, proposals (bids), job evaluations, self-expression, etc.</p>

Writing for Literacy Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Production and Distribution of Writing	Grade level:	9-10
----------------	--	-------------------------	--	---------------------	------

Number Sequence & Standard	Correlating ELA Standard
9-10.WHST.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.	9-10.W.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54).

Student Friendly Language:
<p>I can use pre-writing and brainstorming strategies to plan a piece of writing.</p> <p>I can identify and apply the correct format, considering audience and purpose, for a specific piece of writing.</p> <p>I can use precise and appropriate language.</p> <p>I can use appropriate proofreading strategies, like peer review, conferencing, self-evaluation, and proofreading programs, to improve my final draft.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Prewriting strategies ● Purpose ● Audience ● Organization ● Revision 	<p>There are steps in the writing process.</p> <p>The writing process is ongoing.</p> <p>Knowing your audience will influence your approach to the writing.</p> <p>The purpose of the writing will shape how it is written.</p> <p>Trying new approaches can enhance writing skills.</p>	<p>Plan a piece of writing using prewriting and brainstorming strategies.</p> <p>Revise and edit a piece of writing using various proofreading tools.</p> <p>Use precise language to add meaning to the work as a whole.</p> <p>Examine audience’s relation to the purpose of the writing.</p> <p>Organize writing in a logical format.</p> <p>Apply new approaches to strengthen writing.</p>

Key Vocabulary:

Revision
Editing

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students will need to write for a variety of purposes. For instance, in order to get a job, students will need to write a cover letter and resume.

Students will have to write for a variety of purposes in any secondary and post-secondary situation; examples can include AP/ACT testing, scholarship writing, standardized writing assessment, grant writing, essay writing, and business plans.

Writing for Literacy Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Production and Distribution of Writing	Grade level:	9-10
----------------	--	-------------------------	--	---------------------	------

Number Sequence & Standard	Correlating ELA Standard
9-10.WHST.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.	9-10.W.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 the other information and to display information flexibly and dynamically.

Student Friendly Language:
I can use technology to produce, publish, and update an individual or shared writing product.
I can use technology to link, display, and present information to an individual or shared writing product in a variety of ways.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Technology writing and publishing tools Individual and shared writing products Publication 	Information, through the use of technology, can be shared in many forms.	Use technology to link information in a variety of ways. Generate dynamic products. Publish information in a variety of ways. Update information in a variety of ways. Share and display information.

Key Vocabulary:
Capacity Flexibility Technology Shared writing dynamic
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Information can be displayed using many different mediums. This is important because many situations in life or on the job require that presentations be generated, either individually or collaboratively, of information through a variety of ways (i.e. - presentation for a company, a church group, a family vacation).

Writing for Literacy SD Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	9-10
----------------	--	-------------------------	---	---------------------	------

Number Sequence & Standard	Correlating ELA Standards
9-10.WHST.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	9-10.W.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.

Student Friendly Language:
I can generate a research question. I can recognize the need to expand or limit my topic. I can find suitable and credible sources which address the research question. I can compile and compile, then use information from several sources to demonstrate my understanding of the subject.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended)
<ul style="list-style-type: none"> ● Research to answer a question ● Find suitable/credible sources for investigation ● Use primary/secondary sources for investigation ● Synthesize multiple sources 	All writers research and compile a variety of suitable and credible information to answer an inquiry. Writers use appropriate methods for selective compilation of research materials. Writers write to summarize learning the appropriate ways to cite and paraphrase.	Conduct an inquiry Find multiple sources to answer the inquiry Narrow or broaden the inquiry Analyze the suitability and credibility of source materials to solve the inquiry Synthesize compiled data without plagiarizing the information

Key Vocabulary:

synthesize
credible source

research project
primary/secondary source

plagiarism
narrow/broaden topic

paraphrase
cite

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

In life, one has to be able to pose an inquiry and find materials that will resolve a situation.

Health problems affect everyone; research can improve not only understanding but also decisions made regarding physicians, treatments and other options.

Before choosing a college/career, making major purchase, or voting for a candidate, a student should know how to compile a variety of research to make the best choice.

Writing for Literacy SD Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	9-10
----------------	--	-------------------------	---	---------------------	------

Number Sequence & Standard	Correlating ELA Standard
<p>9-10.WHST.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.</p>	<p>9-10.W.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.</p>

Student Friendly Language:
<p>I can distinguish between a quality source and a poor source, either printed or digital.</p> <p>I can sort and prioritize information based on usefulness and credibility.</p> <p>I can narrow my searches by using quotation marks or other narrowing techniques.</p> <p>I can balance research and my words to convey the message.</p> <p>I can identify and avoid plagiarism.</p> <p>I can follow the rules of correct citation.</p> <p>I can paraphrase and use direct quotes when necessary.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Definition of <i>plagiarism</i> ● Definition of authoritative source ● How to use advanced search methods ● Citation rules ● Various citation formats exist, such as MLA and APA ● Library skills are needed and what resources are available ● Determine website credibility ● paraphrase ● Create research questions ● Differentiate between primary and secondary sources in print and in digital media 	<p>The credibility of a source is influenced by sponsorship and security within the site.</p> <p>The concept of intellectual property (copyright laws) and the importance of working within the law are part of a code of ethics.</p> <p>Not all search engines are created equal in credibility and variety.</p> <p>Information must be sorted and prioritized to effectively support research questions.</p> <p>Citations of authoritative sources can strengthen the research question (thesis).</p> <p>The focus of the paper will affect the type of sources gathered.</p>	<p>Cite correctly the sources in a standard format.</p> <p>Operate search engines in an effective and efficient manner.</p> <p>Assess sources based on credibility and usefulness within the chosen topic.</p> <p>Integrate information to maintain the flow of ideas.</p> <p>Paraphrase properly to avoid plagiarism.</p> <p>Use library resources effectively.</p> <p>Sort and prioritize information based on usefulness and trustworthiness.</p> <p>Prove your understanding of the steps required to gather, assess, and integrate relevant information.</p>

Key Vocabulary:
relevant authoritative credible integrate plagiarism citation advanced search methods assess standard format thesis copyright primary and secondary sources integrity
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Research is present in many careers, college, and life situations.</p> <p>Determining the credibility of a source can help people become higher level thinkers while avoiding bias.</p> <p>Understanding printed fact helps people sort out illegal and deceitful information. Administrators and managers will need to distinguish true information from deceitful information for the best interest of the company.</p> <p>Acquiring knowledge helps people grow in the decision- making process.</p> <p>Maintaining a code of ethics for “borrowing” word/s ideas is important for academic integrity of the work, both in school and in the work place.</p>

Writing for Literacy SD Common Core State Standards Disaggregated WHST Template

Strand:	Writing for Literacy in History/Social Studies, Science and Technical Subjects	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	9-10
----------------	--	-------------------------	---	---------------------	------

Number Sequence & Standard	Correlating ELA Standard
9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.	<p>9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>

Student Friendly Language:
<p>I can determine a text’s main idea.</p> <p>I can decide whether an argument or conclusion has been proven effectively.</p> <p>I can distinguish credible facts from false statements.</p> <p>I can allude to another source to enhance my writing.</p> <p>I can draw evidence from literary or informational text.</p> <p>I can support my writing through analysis, reflection, or research.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Identify main idea ● Determine biased information ● Determine credible information ● Determine the difference between Informational/ and Literary texts ● Write for analysis vs. reflection vs. research ● Identify common fallacies 	<p>There is a difference between credible and biased information.</p> <p>To read for understanding means to question what is being read.</p>	<p>Collect evidence from literary or informational text.</p> <p>Students can paraphrase correctly from another source.</p> <p>Support analysis, reflection, and research.</p> <p>Evaluate the argument in a text.</p> <p>Identify specific claims that support the author’s point-of-view.</p> <p>Analyze fallacious reasoning.</p>

Key Vocabulary:

Main Idea
Credible
Relevant
Evidence
Fallacy
Biased,
Analysis
Non-fiction
Literary
Informational texts
Reflection
Specific claims
Point-of-view

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Drawing their own conclusions based on previous literature and text to support ideas will help students to enhance their own writing.

Make educated, informed decisions in real-life situations, such as voting.

Distinguish fact from fiction.

Be able to persuade in writing or verbal communication, using factual information to support your opinion, for example, trying to convince a supervisor that you deserve a raise.