

Literacy in History/Social Studies Common Core State Standards Disaggregated Template

Strand:	Reading for Literacy in History/Social Studies	Anchor Standard:	Key Ideas and Details	Grade level:	9-10
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Number Sequence & Standard	Correlating ELA Standard
9-10.RH.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.	9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Student Friendly Language:
<p>I can read non-fiction documents which are writings that provide information. (non-fiction).</p> <p>I can read a document that was written at the time of an event by someone who was present. (primary sources).</p> <p>I can read text that relates or discusses information from original documents. (secondary sources)</p> <p>I can break apart a text, or topic within a text, to make it easier to understand. (analysis)</p> <p>I can find explicit (right there) information within a text to prove that I understand an original document. (text evidence-primary sources)</p> <p>I can find explicit (right there) information within a text to prove that I understand the information in secondary sources (text evidence)</p> <p>I can identify the date of documents and where the information in the documents originally came from (origin).</p> <p>I can use the date and origin of a document when I quote evidence.</p>

<p style="text-align: center;">Know (Factual)</p>	<p style="text-align: center;">Understand (Conceptual) The students understand that:</p>	<p style="text-align: center;">Do (Procedural, Application, Extended Thinking)</p>
<ul style="list-style-type: none"> - Informational text (historical, expository/technical texts) - How to cite specific textual evidence (e.g., offer proof from primary and secondary sources) - Features that reflect the reliability of a source (e.g., date, origin of information) - How to analyze (e.g., bias, credibility, point of view, perspective) - Audience - Purpose - Primary sources (including strengths and limitations) - Secondary sources (including strengths and limitations) - Difference between primary and secondary sources 	<ul style="list-style-type: none"> - Authors include key details in informational texts which can help a reader ask and answer questions. - Authors of informational text(s) make specific choices about the selection of sources and use of evidence. - Good readers/researchers analyze the reliability of the information within a document/text. - Good readers/researchers differentiate between strong and weak textual evidence. - Good readers/researchers respond to a variety of texts by drawing conclusions and citing textual evidence to show an understanding of what they read and how it connects to their lives. 	<ul style="list-style-type: none"> - Differentiate between primary and secondary sources - Recognize features that impact the reliability of a source (e.g., date, origin of information) - Describe the connection between the audience and the text - Describe the connection between the author's purpose and the text - Identify/cite and explain information from primary sources - Identify/cite and explain information from secondary sources - Supply strong and thorough textual support for analysis of a text - Identify/cite appropriate text support for inferences Analyze primary sources for bias, credibility, point of view, perspective, purpose, date, and origin of information - Analyze secondary sources for bias, credibility, point of view, perspective, purpose, date and origin of information - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

Key Vocabulary:

explicit, analyze, cite, textual evidence, analysis, primary source, secondary source

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”?

Informed citizens search the media independently for meaningful and reflective discussions.

In order to successfully navigate the wide range of available information, students need to analyze and draw inferences from text such as newspapers, book reviews, letters and editorials.

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Number Sequence & Standard	Correlating ELA Standard
9-10.RH.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.	9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Student Friendly Language:
I can read non-fiction documents which are writings that provide information (non-fiction). I can read a document that was written at the time of an event by someone who was present (primary sources). I can read text that relates or discusses information from original documents. (secondary sources) I can determine (figure out) the central idea (theme or main point of a piece of writing). I can provide facts or supporting details that helped me determine the central idea. I can use my own words to write the main points and details of a text, leaving out my opinions. I can use my own words to write how events and ideas within a text develop throughout the text. I can write a summary that includes how key events or ideas develop over the course of the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> - Informational text (historical, expository/technical texts) - Primary source(s) - Secondary source(s) - Central/main idea - Key events/details - Prior/background knowledge - Difference between central/main ideas and key details/events in an informational text - Patterns of organization(e.g. sequence/ chronological order, classification, definition, simple process, description, comparison) - Different purposes for graphic organizers, based on structure of text -Characteristics of an effective summary (e.g., objective vs. subjective) for informational texts 	<ul style="list-style-type: none"> - Authors select organizational patterns and support to convey their central idea(s). - Good readers/researchers use information from primary and secondary sources in informational text(s) to identify the central idea(s). -Good readers/researchers develop accurate summaries that capture the central ideas of informational text and excludes personal opinions or judgments 	<ul style="list-style-type: none"> - Recognize how ideas are organized in an informational text - Identify primary sources - Identify secondary sources - Determine the central idea of an informational text - Describe or graphically represent the relationship between central ideas and details/events - Explain how the central ideas are supported by key details - Summarize the central ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments -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.

Key Vocabulary:

determine, central idea, summarize, analyze, evidence, primary source, secondary source

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 a real-world situation, a person might analyze nutritional value of the food served or analyze the health benefits of the a product in order to relay this information to others.

This type of reading contributes to the process of becoming a life-long learner.

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Number Sequence & Standard	Correlating ELA Standard
9-10.RH.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.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Student Friendly Language:
<p>I can break apart a text, or topic within a text, to make it easier to understand. (analysis)</p> <p>I can identify a series of events described in a history/social studies text.</p> <p>I can explain how the author lays out the order of events to make his or her point.</p> <p>I can explain how details are connected.</p> <p>I can analyze a series of events within a text and determine if earlier events are the cause of later events (cause/effect) or if they simply preceded them (chronology).</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> - Informational text (historical, expository/technical texts) - How to analyze - Cause/effect relationships - Patterns of organization (e.g., chronological, sequential, cause/effect, problem/solution) - How to identify the relationship between events - Connections and interactions (e.g., one event “explains” another or influences another) 	<ul style="list-style-type: none"> - Authors of informational text(s) present information/details in a manner that reflects their relationship(s) - Authors control information and their message through their choices of how information is presented and connected. - Good readers/researchers analyze the relationships between/ among events in order to determine whether earlier events caused later ones or simply preceded them. 	<ul style="list-style-type: none"> - Identify patterns of organization in informational and technical text(s) - Identify the sequence of events - Identify the difference between cause and effect and how an effect can become a cause - Identify causal relationships between/among events - Make and explain logical inferences concerning cause/effect - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Key Vocabulary:
Analyze, sequence, cause, effect, chronology
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”?
Understanding the concept of cause and effect will help with any aspect of life. For example, a critical reader can see through the author’s intentions to more clearly understand an issue.

Literacy in History/Social Studies Common Core State Standards Disaggregated Template

Strand:	Reading for Literacy in History/Social Studies	Anchor Standard:	Craft & Structure	Grade level:	9-10
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Number Sequence & Standard	Correlating ELA Standard
<p>9-10.RH.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.</p>	<p>9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper.)</p>

Student Friendly Language:
<p>I can identify content specific words or phrases in text including vocabulary describing the political, social, or economic aspects of history/social studies (e.g., bipartisan, prejudice, opportunity cost).</p> <p>I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of content specific words or phrases in history/social studies text.</p> <p>I can explain the technical terms in a text.</p> <p>I can examine how the combination of words used in a text establishes what that text means.</p> <p>I can examine how the combination of words used in a text establishes a mood for that text.</p> <p>I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining the meaning of unknown words and phrases.</p>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<p>Informational text (historical, expository/technical texts)</p> <p>Word choice</p> <p>Context clues</p> <p>It is important to recognize the difference between figurative and literal language in texts.</p> <p>Connotative meanings of words can influence texts.</p> <p>Technical meanings of words can influence texts.</p>	<p>Knowing dictionary/technical definitions enhances a reader's experience</p> <p>Authors of informational text(s) use domain- specific vocabulary to clarify concepts.</p> <p>An author's word choice may affect the reader's viewpoint.</p> <p>Good readers/researchers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).</p>	<p>Determine the meaning of words based on context.</p> <p>Read and reread other sentences paragraphs, and non-linguistic images in an informational text to identify context clues that can be used to determine the meaning of unknown words.</p> <p>Explain the emotion attached to a given word or phrase (e.g. primary sources, photographs, etc.)</p> <p>Determine the appropriate definition of words that have more than one meaning.</p> <p>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.</p> <p>Compare and contrast the unique diction and subsequent tone of two related texts</p> <p>Formulate my own view point based on the author's word choice.</p>

Key Vocabulary:		
Context clues connotation viewpoint comprehend	figurative language technical meanings analyze	literal language tone cumulative impact
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 need to determine the meanings of unfamiliar words to eliminate miscommunication, to make educated decisions, to be successful in a career or in post-secondary education, to be productive citizens, and simply to enjoy reading. Examples could include political decision-making and following written directions from an employer.		

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Number Sequence & Standard	Correlating ELA Standard
9-10.RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Student Friendly Language:

I can analyze a topic sentence to determine the organizational structure.
I can identify supporting details in a given paragraph.
I can identify the author's organizational patterns.
I can analyze the purpose of one paragraph and how it relates to the text as a whole.
I can provide evidence of the author's claim and/or ideas in the text.
I can explain how the structure and individual parts of a text (e.g., sections, chapters, appendixes) emphasize key points or advance an explanation or analysis.

<p style="text-align: center;">Know (Factual)</p>	<p style="text-align: center;">Understand (Conceptual) Students will understand that...</p>	<p style="text-align: center;">Do (Procedural, Application, Extended Thinking)</p>
<p>Informational text (historical, expository/technical texts)</p> <p>How to analyze</p> <p>Difference between explain and analyze</p> <p>Supporting evidence used in a text proves the topic, summary statement, or hypothesis of the text.</p> <p>Paragraph construction is based upon the organization of the evidence in a text.</p> <p>Various text structures (e.g., sentences, paragraph, chapter, section)</p> <p>Various patterns of organization(e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, simple cause/effect, conflict/resolution)</p> <p>Various text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)</p>	<p>Context clues shape vocabulary.</p> <p>Arrangement of the text can help to shape the author's purpose.</p> <p>Authors select specific patterns of organization to convey information</p> <p>Authors' choices, including patterns of organization, structure, and text features control the central idea and the readers' perception.</p> <p>Good readers/researchers use their knowledge of organizational patterns in informational text(s) in order to make meaning.</p>	<p>Identify text structures</p> <p>Identify patterns of organization</p> <p>Make connections between author's choice of text structure and the text's purpose, key points, and central idea(s)</p> <p>Analyze topic statement/claim/hypothesis, or summary statement.</p> <p>Explain how organization, structure and/or features enhance text's purpose and central idea</p> <p>Use contextual evidence to prove understanding.</p> <p>Differentiate topic sentences from supporting details within a text (e.g. summary, position,)</p> <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p>

Key Vocabulary:

analyze	describe	argumentation	arrangement	jargon
contextual evidence	sentence types	point of view	transition	

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 need to be able to analyze an author’s claim and ideas in order to form their own opinions about the topic and to become critical thinkers (e.g., deciding which college to attend, being a consumer, analyzing manuals, being an informed citizen, voting.)

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Number Sequence & Standard	Correlating ELA Standard
9-10.RH.6 Compare authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	9-10.RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Student Friendly Language: the point of view of two or more
<p>I can identify evidence in the text to determine an author’s point of view or purpose within a text.</p> <p>I can analyze how the author uses persuasive techniques to develop that point of view or purpose.</p> <p>I can give evidence to support my analysis.</p> <p>I can do a close reading of a text that focuses on key details that advances point of view or purpose.</p> <p>I can define point of view as how the author feels about the situation/topic of a text.</p> <p>I can determine an author’s point of view (What do I know about the author’s opinions, values, and/or beliefs?) and explain his/her purpose for writing the text.</p> <p>I can determine details authors include and emphasize in their accounts of a similar topic.</p> <p>I can compare (analyze the similarities) the point of view of two or more author’s emphasized details on the same or similar topics.</p>

<p align="center">Know (Factual)</p>	<p align="center">Understand (Conceptual) Students will understand that:</p>	<p align="center">Do (Procedural, Application, Extended Thinking)</p>
<p>Close reading</p> <p>Informational text (historical, expository/technical texts)</p> <p>How to compare</p> <p>How to contrast</p> <p>Relevant details</p> <p>Informational text (both literary nonfiction and expository / technical texts)</p> <p>How to analyze</p> <p>Author's purposes (to inform, to persuade, to explain how) for writing a text</p> <p>Point of view (e.g., first person, third person, limited, omniscient)</p> <p>Author's viewpoint/focus/ attitude/ bias</p> <p>Author's perspective (background Author's strategies for developing viewpoint and purpose (e.g., author's choices about when and how to develop information; what information to include or exclude)</p> <p>Conflicting evidence or viewpoints</p> <p>Responses to opposing viewpoints (e.g., acknowledge, concede, rebut)</p>	<p>Rhetoric refers to the use of language to further the argument.</p> <p>Authors use distinctive language (e.g., rhetorical devices) to influence the audience and/or create an effect that will enhance their purpose.</p> <p>Good readers recognize that authors use rhetoric to advance the view point or purpose of informational text(s).</p> <p>Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice).</p> <p>Good readers/ researchers analyze informational text(s) to better understand and evaluate the author's viewpoint/attitude and purpose.</p>	<p>Annotate a text focusing on rhetorical devices as applicable to an author's purpose/point of view.</p> <p>Analyze an informational text for rhetorical devices.</p> <p>Determine an author's point of view or purpose in a text</p> <p>Critique the author's use of rhetoric to advance his/her point of view or purpose.</p> <p>Explain the author's overall purpose (to inform, to persuade, to explain how) for writing a text</p> <p>Explain how the author's choices reflect his/her viewpoint, focus, attitude, position or bias</p> <p>Compare/contrast the point of view of two or more authors on the same or similar topics</p> <p>Explain how point of view, viewpoint, purpose and perspective affect an informational text (controls the message/information)</p> <p>Analyze the impact of including and emphasizing certain details into two or more accounts of the same or similar topics</p> <p>Analyze the author's use of persuasive techniques, rhetorical devices, logical fallacies, etc.</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p>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.</p>

Key Vocabulary:

ethos	pathos	logos	persuasiveness	argumentation
contradiction	counterargument	concession	refutation	controversial
subjective	objective	fallacies	provocative	claim and premise
bias	credibility	evidence	organizational structure	annotation (close reading)
semantics	critique	historical context	perspective	social norms
propaganda	rhetoric			

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”?

It is important to understand differing perspectives and points of view in order to relate to many different types of people on many different levels. Good interpersonal skills are necessary to work effectively in social situations, i.e. the workplace.

Being able to use meaningful language allows an individual to communicate more effectively in diverse situations

Various media give information on political issues. Students must recognize the point of view and purpose in order to make educated judgments about using the information.

Literacy in History/Social Studies Common Core State Standards Disaggregated Template

Strand:	Reading for Literacy in History/Social Studies	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	9-10
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Number Sequence & Standard	Correlating ELA Standard
9-10.RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Student Friendly Language:
<p>I can recognize that authors present both quantitative and qualitative information in print or digital texts.</p> <p>I can identify quantitative or technical analysis (information dealing with numbers or features that can be measured) in a text.</p> <p>I can identify qualitative analysis (information dealing with descriptions or features that can be observed but not measured) in a text.</p> <p>I can find different accounts of a subject across a variety of sources.</p> <p>I can understand the differences in how the topic is presented.</p> <p>I can recognize which details are important for each account.</p> <p>I can explain how each account emphasizes different aspects of the topic.</p> <p>I can use all informational types available to develop a deeper understanding of the content or concepts presented.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<p>Compare and contrast various accounts of a subject.</p> <p>Primary source</p> <p>Secondary source</p> <p>Point of view from various mediums</p> <p>Different genres provide unique accounts</p> <p>How to analyze</p> <p>What is quantitative/qualitative analysis</p>	<p>Authors and artists make choices about what details to include in an account based on their purpose in writing.</p> <p>The manner in which details are presented reflects their relative importance.</p> <p>The choice of medium affects what details can be emphasized.</p> <p>Good readers' and viewers' understandings and perceptions of a topic or idea are affected by the ways in which information or details are selectively presented.</p> <p>Creators and presenters of written and visual text choose details to present a particular topic or idea relevant for a specific audience and purpose.</p>	<p>Examine details in different accounts of a subject.</p> <p>Compare the relative importance of details presented in different accounts.</p> <p>Analyze the effect different sources have in regards to an author's/artist's choice of details.</p> <p>Distinguish between relevant and irrelevant information</p> <p>Compare how different text/media present information about the same subject</p> <p>Identify aspects of text/media that reveal an author's purpose/intention</p> <p>Analyze the way quantitative and technical analysis support the qualitative analysis</p> <p>Analyze the details included (and excluded) in different versions of an account</p> <p>Integrate quantitative or technical analysis with qualitative analysis in print or digital text</p>

Key Vocabulary:

bias
subjective
objective
accounts
quantitative, qualitative and technical analysis

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”?

Being able to understand how different details affect the understanding of a message is critical to effective communication. Understanding that authors and artists present accounts from differing perspectives is a key factor in being able to consume and respond to different media sources.
Being able to identify the details through a closer examination of multiple accounts will lead to a deeper understanding of a subject.
The way a message is delivered and details included/left out shapes our thinking; knowing that delivery/details may bias our view, we can intentionally try to be as objective as possible.
If ever on a jury, it will be important to analyze various witness accounts to understand the complete picture.

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Number Sequence & Standard	Correlating ELA Standard
9-10.RH.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.	9-10.RI.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; identify false statements and fallacious reasoning.

Student Friendly Language:
<p>I can identify the claim (e.g., argument, conclusion) an author presents in a text</p> <p>I can determine the credibility of the author and his/her purpose.</p> <p>I can identify claims that are supported by fact(s) and those that are opinion(s)</p> <p>I can recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence) to his/her argument.</p> <p>I can outline the argument the author makes.</p> <p>I can evaluate whether the author's support is reliable.</p> <p>I can evaluate whether the author's evidence is valid.</p> <p>I can identify whether the author uses misleading information.</p> <p>I can assess an author's reasoning and determine if the evidence provided is relevant and sufficient enough to support the claim.</p> <p>I can explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and evidence support which point(s).</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
Structure of an argument Source evaluation (e.g. web evaluation) Primary and secondary sources Delineate How to evaluate/assess an author's argument and specific claims Relevant/irrelevant details Relevant, sufficient reasons/evidence Sound/logical/justified reasoning Rhetorical strategies for persuasion (e.g., logos, ethos, pathos) Valid vs. invalid claims False statements Persuasive techniques/fallacious	Claims can be valid or invalid. An author needs to use relevant information to support his/her claims. Some authors will use faulty reasoning and information to promote an agenda. Good readers recognize when and why authors use fallacious reasoning and false statements in their arguments.	Assess validity of the author's reasoning Evaluate evidence in reference to the claim Analyze statements for fallacious reasoning Identify the author's argument and specific claims Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence that support the author's argument and specific claims Recognize when irrelevant evidence is introduced Explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and evidence support which point(s) Assess the extent to which the reasoning and evidence in a text support the author's claims

Key Vocabulary:
relevant sufficient fallacious valid assess evaluate
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>An understanding of the standard will help students recognize the validity of information in their daily lives (e.g. media, gossip, etc.). Students will improve their ability to support their own argument and the ability to recognize faulty logic. It will help evaluate a colleague, employer, or client's arguments.</p> <p>It is important to be able to support the ideas that you are promoting (influence people) with evidence and logical reasoning, while not allowing yourself to be influenced by false/irrelevant data or unsound logic. You have to be able to recognize a sound argument from malarkey.</p>

Literacy in History/Social Studies Common Core State Standards Disaggregated Template

Strand:	Reading for Literacy in History/Social Studies	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	9-10
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Number Sequence & Standard	Correlating Standard in Previous Year
9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.	9-10.RI.9 Analyze seminal US documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedom speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Student Friendly Language:
<p>I can describe how a primary source presents information differently than a secondary source.</p> <p>I can compare (analyze the similarities) how multiple primary and secondary sources treat the same topic.</p> <p>I can contrast (analyze the differences) how multiple primary and secondary sources treat the same topic</p> <p>I can make connections between several historical documents.</p> <p>I can communicate the important lessons learned from American documents and texts.</p> <p>I can evaluate the impact of the document on our history.</p> <p>I can predict how this document will shape or influence other relevant documents.</p> <p>I can connect the written word of the document and actions taken in real life.</p> <p>I can identify the author’s use of literary devices and word choice in historical documents.</p> <p>I can compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>I can analyze how authors interpret and emphasize different evidence when writing primary and secondary sources on the same topic.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<p>Historical events within the particular document</p> <p>Theme as a central idea of a work</p> <p>Time-relevant verbiage and vocabulary such as “fourscore and seven...”</p> <p>Purpose of the document at the time of its composition</p> <p>Significance of a document</p> <p>Theme, tone, mood, point of view, purpose of a specific US document</p>	<p>US documents can exhibit rhetorical devices.</p> <p>Documents show connections between the wording within the document and real life intentions.</p> <p>Documents shape the outcome of future as well as the time of the original writing.</p> <p>Documents are written to convey messages of insight and understanding.</p> <p>Common themes can be found across documents from varying eras and cultures.</p>	<p>Compare and contrast thematic and conceptual connections among several documents</p> <p>Formulate predictions based on the events noted in document</p> <p>Evaluate historical/literary significance of document</p> <p>Identify a theme(s) for the document</p> <p>Break down the document and paraphrase.</p> <p>Develop research strategies</p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources</p>

Key Vocabulary:

seminal
address
rhetorical devices

theme and concept
document
evidence

historical and literary significance
analyze

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”?

By reading and understanding US documents, students can better see the relevance to an era and to the real world along with its impact on current history and future generations. Students will carry on intellectual conversations about this. Students can see how history tends to repeat itself. Understanding the theme of the document may help the future generations progress instead of regress. One example is the Bill of Rights and how it protects basic freedoms.

If we want our world and humanity to continue to become a better place to live, we need to examine our history and where we have come from; so we don't repeat mistakes, so that we can see the gains we have made and we can get perspective on how far we have to go.