

Anchor Standard

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Essential Skills and Concepts:

- Identify what is explicitly stated in the text
- Identify inference that can be drawn from the text
- Identify hierarchy of evidence to support analysis
- Cite evidence
- Support inference using several pieces from the text
- Support analysis with evidence from the text
- Identify primary and secondary sources

Question Stems and Prompts:

- ✓ What textual evidence did you identify to support your analysis of the text? Cite several examples.
- ✓ What inferences can you draw from your analysis? Justify with several pieces of textual evidence.
- ✓ In what ways do your inferences and/or supporting evidence pertain to today's world?
- ✓ Develop a logical argument using evidence to support your analysis.
- ✓ Is your cited evidence from a primary or secondary source? How did you determine this?
- ✓ What evidence from *additional* primary or secondary sources supports your analysis? In what ways is this evidence related to your initial evidence?
- ✓ What makes evidence from one of your documents superior to evidence from other documents you cite?
- ✓ Evaluate your evidence, rating from most to least convincing. Support your rationale.
- ✓ How would you adapt your argument to make your least convincing evidence more convincing?

Academic Vocabulary

- cite
- textual evidence
- analysis
- explicit
- inference
- analyze
- conclude
- primary source
- secondary source
- features
- origins

Spanish Cognates

- | | |
|-------------------|-------------------|
| citar | evidencia textual |
| análisis | explícito |
| inferencia | analizar |
| concluir | fuente primaria |
| fuente secundaria | |

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Anchor Standard

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.9-10.2

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.

Essential Skills and Concepts:

- Determine the central idea
- Analyze the role of supporting ideas to the central idea
- Provide an objective summary

Question Stems and Prompts:

- ✓ What is the central idea?
- ✓ Cite evidence from the text to support your determination of the central idea.
- ✓ Identify additional details that shaped the central idea of the passage.
- ✓ How can you objectively summarize the text?
- ✓ How did the author develop the key idea over the course of the text? Support with evidence.
- ✓ Evaluate: How effectively was the key idea developed over the course of the text? Explain.
- ✓ Create a portion of text that would improve the development of the key idea or event in this text. Explain how this added portion would enhance the reader's understanding of the idea or event.

Academic Vocabulary

- central idea
- analyze
- development
- relationship
- supporting
- summary
- determine
- objective
- summarize
- primary source
- secondary source
- cite
- evidence

Spanish Cognates

- | | |
|--------------|-------------------|
| idea central | determinar |
| analizar | objetivo |
| relación | fuente primaria |
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Anchor Standard

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Essential Skills and Concepts:

- Identify a series of ideas or events that are connected
- Identify cause and effect relationships

Question Stems and Prompts:

- ✓ What analysis or series of ideas or events does the author provide?
- ✓ How were the ideas or events connected? Explain your reasoning.
- ✓ In what order are the points made? What effect does the order of points have?
- ✓ What connections did the author provide in his analysis?
- ✓ In what ways are later events specifically influenced by earlier events?
- ✓ In what other texts do you see similar relationships between events?
- ✓ Identify a modern-day series of events that mirrors the pattern of events/connections in the text. Chart and explain the parallels.

Academic Vocabulary

- analyze
- analysis
- series
- introduce
- develop
- connections

Spanish Cognates

- | | |
|-------------|------------|
| analyze | analizar |
| analysis | análisis |
| series | serie |
| introduce | introducir |
| develop | |
| connections | conexiones |

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Anchor Standard

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economical aspects of history/social science.

Essential Skills and Concepts:

- Determine technical meaning of content specific vocabulary
- Determine the meaning of content specific phrases
- Determine tone and meaning of text.

Question Stems and Prompts:

- ✓ What technical meanings are required and used in text?
- ✓ Which key words or phrases in the text *most effectively* communicate the author’s meaning? Explain your reasoning.
- ✓ How do specific connotations impact the author’s meaning or tone? What examples support your thinking? Explain.
- ✓ What technical terms did the author use, and why were these important?
- ✓ Draw conclusions about the impact of word choice on the author’s text. Cite evidence to support your thinking.
- ✓ What patterns do you see in the author’s use of key terms or phrases?
- ✓ How would the meaning of the text change, in part or as a whole, if a synonym were substituted for key terms in the text? Provide examples.

Academic Vocabulary

- analyze
- specific
- impact
- meaning
- technical meaning
- technical terms
- tone

Spanish Cognates

- | | |
|------------|-------------------|
| analizar | términos técnicos |
| específico | tono |
| impacto | |

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Anchor Standard

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Essential Skills and Concepts:

- Identify ideas and claims in text in successive stages (sentence, paragraph, section, chapter)
- Identify & comprehend text features (graphics, headers, captions)

Question Stems and Prompts:

- ✓ What is the key idea and/or claim presented in this sentence/paragraph/section/ and/or chapter?
- ✓ How did this sentence/paragraph/portion of the text help develop the idea or claim?
- ✓ How did this sentence/paragraph/portion of the text help refine the idea or claim?
- ✓ What text features are provided, and how do they aid understanding of the key concept?
- ✓ What are the unique features found in a workplace document?
- ✓ Identify another text in which a similar structure is used. Cite and explain similarities.
- ✓ Examine a text in which an alternate text structure is used toward a similar purpose. Which text structure more effectively accomplishes the purpose? Explain your decision, citing the text(s) as support.
- ✓ Identify juxtaposition within a text or document and analyze its effectiveness in conveying author's meaning.
- ✓ Analyze how similar structures are used in multiple texts.
- ✓ Restructure a text or parts of a text in order to convey overall meaning more effectively.

Academic Vocabulary

- analyze
- claim
- develop
- refine/perfect
- particular
- text features
- graphic
- header
- caption
- functional
- document

Spanish Cognates

- | | |
|--------------|---------------|
| anализар | reclamo |
| perfeccionar | en particular |
| gráfico | |
| funcional | |
| documento | |

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Anchor Standard

Assess how point of view or purpose shapes the content and style of a text.

RH.9-10.6

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.

Essential Skills and Concepts:

- Identify point of view in text
- Identify purpose of a text
- Understand, identify and analyze the use of rhetorical devices (i.e., repetition, parallelism, slogan, rhetorical questions)
- Understand author's purpose

Question Stems and Prompts:

- ✓ What is the point of view in this text? How do you know?
- ✓ What is the purpose of this text?
- ✓ How and where does the author skillfully use language (rhetoric)?
- ✓ How does the use of rhetoric advance either the point of view or purpose of the piece?
- ✓ What type of rhetorical device was used?
- ✓ How do the authors differ? How do the authors agree?
- ✓ What pieces of information do the authors of the texts include/exclude in order to accomplish their purposes? Accordingly, assess each author's purpose.
- ✓ Analyze how each author's point of view dictates content and style.
- ✓ Assess how each author's selective choice of content shapes reader point of view.
- ✓ Assess which account is more factual and which is more biased. How does this reflect each author's point of view or purpose?
- ✓ In what ways does author purpose shape the content of a modern speech, event account, legal argument, etc. Provide specific examples.

Academic Vocabulary

- determine
- point of view
- purpose
- analyze
- rhetoric
- advance
- repetition
- parallelism
- slogan
- rhetorical question

Spanish Cognates

- determinar
- punto de vista
- propósito
- analizar
- retórica
- avanzar
- repetición
- paralelismo
- eslogan
- pregunta retórica

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Anchor Standard

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Essential Skills and Concepts:

- Understand the differences in various mediums (print, video, multimedia)
- Compare the presentation of a subject in one or more mediums
- Evaluate the effectiveness of using different mediums
- Determine which details are emphasized in each account (medium)
- Identify quantitative and qualitative analyses

Question Stems and Prompts:

- ✓ What mediums are used to present the subject?
- ✓ Which details are emphasized in the different mediums?
- ✓ What details are absent from the different mediums?
- ✓ What was the message or attitude from each of the mediums? Did they share the same message?
- ✓ What connections did you find between the mediums?
- ✓ How does the use of a certain medium affect the account?
- ✓ How does quantitative data look different from qualitative information in the text?
- ✓ Synthesize information provided through multiple mediums (including qualitative and quantitative).
- ✓ Analyze the value of integrating multiple mediums toward addressing a subject effectively. Cite specific examples in support of your analysis.

Academic Vocabulary

- various
- account
- medium
- multimedia
- determine
- detail
- emphasize
- qualitative
- quantitative
- analysis
- technical
- integrate
- evaluate

Spanish Cognates

- | | | | | | | | | |
|--------|-------|------------|------------|---------|-----------|----------|----------|---------|
| varios | medio | multimedia | determinar | detalle | enfatizar | análisis | integrar | evaluar |
|--------|-------|------------|------------|---------|-----------|----------|----------|---------|

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Spanish Cognates

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Anchor Standard

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

RH.9-10.8

Assess the extent to which the reasoning and evidence in a text supports the author’s claims.

Essential Skills and Concepts:

- Outline or trace the arguments and claims in text
- Understand and assess validity of reasoning
- Understand and evaluate relevance
- Determine if sufficient evidence is presented to support an argument or claim
- Identify factual evidence

Question Stems and Prompts:

- ✓ What argument is presented?
- ✓ What claims support the argument?
- ✓ What evidence is presented?
- ✓ Is the evidence relevant to the argument? Why, or why not?
- ✓ Is enough evidence presented to support the argument?
- ✓ Is all of the evidence true?
- ✓ Which statements are misleading?
- ✓ Evaluate the validity of the author’s reasoning. Cite specific examples to support your assessment.
- ✓ Evaluate the soundness of the evidence used by an author in making a claim. Explain your thinking.
- ✓ What makes an argument compelling?
- ✓ Analyze the effectiveness of the argument presented. At what point does the author’s reasoning prove illogical? What evidence is not convincing? Why?
- ✓ Suggest evidence that would be more compelling than that which has been provided in an existing argument.
- ✓ Construct an alternate, more convincing line of reasoning than that presented in a given argument.

Academic Vocabulary

- evaluate
- argument
- specific
- claim
- text
- assess/evaluate
- reasoning
- valid
- evidence
- relevant
- sufficient

Spanish Cognates

- evaluar
- argumento
- específico
- reclamo
- texto
- evaluar
- razonamiento
- válido
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- suficiente

Anchor Standard

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Essential Skills and Concepts:

- Identify and compare concepts from multiple texts
- Identify the author's approach to a topic
- Identify primary and secondary sources

Question Stems and Prompts:

- ✓ What is the significance of this text?
- ✓ How did this text shape the future?
- ✓ What concept is presented in each of the texts?
- ✓ How is the topic treated in a similar/different fashion?
- ✓ What is the context of the text? How does the context influence the theme/concept?
- ✓ Draw conclusions based on primary and secondary sources' treatments of the same topic.
- ✓ Endorse one primary source's treatment of a topic over another's on the same topic. Justify your endorsement.
- ✓ Evaluate a secondary source document based on several primary and secondary source documents on the same topic. Cite evidence. Justify your thinking.
- ✓ Analyze and explain the multiple perspectives of primary source authors in their treatments of the same topic.
- ✓ Analyze how a secondary source document has used primary source information to reshape understanding of a topic. Cite evidence in support of your analysis.

Academic Vocabulary

- analyze
- document
- significance
- concept
- context
- primary source
- secondary source
- identify

Spanish Cognates

- | |
|-------------------|
| analizar |
| documento |
| importancia |
| concepto |
| fuente primaria |
| fuente secundaria |
| identificar |

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Anchor Standard

Read and comprehend complex literary and informational texts independently and proficiently.

RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Essential Skills and Concepts:

- Read various forms of content specific nonfiction fluently
- Demonstrate comprehension of various forms of text
- Read independently and comprehend complex texts
- Make an effort to independently read texts of increasing complexity.
- Monitor comprehension

Question Stems and Prompts:

- ✓ What are the topics/central ideas of the nonfiction texts that you have recently read?
- ✓ Do you think you are ready to read a more complex text or different types of nonfiction?
- ✓ Briefly summarize the central idea of the text.
- ✓ Illustrate key points of increasingly complex history/social studies texts.
- ✓ Draw conclusions about your own reading of increasingly complex texts.
- ✓ What strategies will you use toward increasing your comprehension of complex text(s) in history/social studies? How will employing specific strategies increase your comprehension of complex text?
- ✓ Design a plan for reading history/social studies texts of increasing complexity. Include goals, text options, dates, etc.

Academic Vocabulary

- text complexity
- independent
- proficient/competent
- comprehend
- skimming
- summarize
- non-fiction
- central idea

Spanish Cognates

- | |
|---------------|
| independiente |
| competente |
| comprender |
| no de ficción |
| idea central |

Anchor Standard

Read and comprehend complex literary and informational texts independently and proficiently.

RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Essential Skills and Concepts:

- Read various forms of content specific nonfiction fluently
- Demonstrate comprehension of various forms of text
- Read independently and comprehend complex texts
- Make an effort to independently read texts of increasing complexity.
- Monitor comprehension

Question Stems and Prompts:

- ✓ What are the topics/central ideas of the nonfiction texts that you have recently read?
- ✓ Do you think you are ready to read a more complex text or different types of nonfiction?
- ✓ Briefly summarize the central idea of the text.
- ✓ Illustrate key points of increasingly complex history/social studies texts.
- ✓ Draw conclusions about your own reading of increasingly complex texts.
- ✓ What strategies will you use toward increasing your comprehension of complex text(s) in history/social studies? How will employing specific strategies increase your comprehension of complex text?
- ✓ Design a plan for reading history/social studies texts of increasing complexity. Include goals, text options, dates, etc.

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Anchor Standard

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1

Write arguments focused on *discipline-specific content*.

- 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.
- 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.
- 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.
- 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.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Essential Skills and Concepts:

- Understand the rhetoric of argument
- Analyze a discipline-specific topic or text
- Introduce a precise claim
- Provide reasons and evidence from substantive topics or texts to support claims
- Identify and distinguish counterclaims
- Develop claims and counterclaims objectively
- Organize reasons and evidence in a logical manner
- Analyze and address audience knowledge level/concerns
- Determine relevance of evidence
- Utilize credible sources
- Utilize transitional expressions to establish relationships between claims and reasons
- Understand how to maintain a formal style and objective tone
- Provide an effective conclusion

Anchor Standard

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- Utilize credible sources
- Utilize transitional expressions to establish relationships between claims and reasons
- Understand how to maintain a formal style and objective tone
- Provide an effective conclusion

WHST.9-10.1 (Continued)**Question Stems and Prompts:**

- ✓ How can you clearly introduce your claim?
- ✓ Develop a context for your claim in the introduction.
- ✓ What evidence best supports your claim?
- ✓ Is the evidence relevant? Are your sources credible?
- ✓ What evidence are you missing?
- ✓ What counterclaims can be made? Have you addressed them fairly?
- ✓ Gather and interpret information from multiple sources in order to fairly address your counterclaims. Cite your sources.
- ✓ What considerations should be addressed regarding the audience’s knowledge /concerns of the topic or text?
- ✓ What words will assist the reader in clarifying the relationship between the claim and reasons?
- ✓ What makes your piece formal in style? What evidence of this can you identify in your piece?
- ✓ Is your tone objective? What words or phrases demonstrate objectivity? subjectivity?
- ✓ How well does your concluding statement support the argument presented? How will you assess this?
- ✓ Develop criteria for an effective concluding statement.
- ✓ What level of impact do you predict your concluding statement will have on the reader’s adopting or agreeing with your argument or claim? Provide support for your prediction.
- ✓ What is your most compelling evidence in support of your claim? What makes it more compelling than your other evidence?
- ✓ What makes your argument logical? Explain, providing references to specifics in your piece.
- ✓ What key points, evidence, or discussion in your argument will most effectively challenge and/or sway your opposition’s viewpoint? Explain your reasoning.
- ✓ How can your concluding statement be strengthened?
- ✓ Evaluate and provide a rationale for the order in which you make the key points in your argument.

Academic Vocabulary

- audience
- subjective objective
- subjective argument
- claim
- evidence
- formal language
- informal language
- logical arrangement
- analyze

Spanish Cognates

- | |
|---------------------|
| audiencia |
| argumento subjetivo |
| reclamo |
| evidencia |
| lenguaje formal |
| lenguaje informal |
| analizar |

WHST.9-10.1 (Continued)**Question Stems and Prompts:**

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Spanish Cognates

- | |
|---------------------|
| audiencia |
| argumento subjetivo |
| reclamo |
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| lenguaje informal |
| analizar |

Anchor Standard

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- 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.
- 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.
- 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.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the specific topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- 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.
- 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).

Essential Skills and Concepts:

- Convey information accurately
- Understand and use various organizational structures
- Utilize formatting, graphics, and multimedia
- Introduce a topic/thesis statement and preview what is to follow
- Use facts, concrete details, quotations, examples to develop the topic
- Utilize various transitional expressions to establish cohesion between ideas and concepts
- Understand and use precise vocabulary
- Incorporate definitions of terms
- Understand the norms and conventions of the discipline
- Understand and use domain-specific vocabulary
- Understand and use a formal style and objective tone
- Provide an effective conclusion

Anchor Standard

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- Understand and use domain-specific vocabulary
- Understand and use a formal style and objective tone
- Provide an effective conclusion

WHST.9-10.2 (Continued)**Question Stems and Prompts:**

- ✓ How can you clearly introduce your topic?
- ✓ What information will you provide in the preview following the topic/thesis statement?
- ✓ How will you select what information you will include in your written piece?
- ✓ What are the different ways you can organize your text?
- ✓ What organizational structure will best enable you to convey your information?
- ✓ What facts/details/examples/quotations help to develop your topic?
- ✓ Do your transitions create cohesion between ideas and concepts? How do they do this? Provide examples.
- ✓ What ideas do you need to combine or to separate in order to make your text clearer?
- ✓ Analyze how your formatting and graphics (e.g., charts, tables, figures, visuals) contribute to the effectiveness of your text.
- ✓ What would happen if you introduced information in a different order?
- ✓ Rate the relevance of the facts, quotations, narratives and/or examples you are including. What makes certain information more relevant? less relevant?
- ✓ What makes your piece formal in style?
- ✓ Is your tone objective? How do you know? What makes it so?
- ✓ Does your concluding statement support the information presented? How well does it articulate the significance of the topic?

Academic Vocabulary

- effective
- distinction
- objective
- subjective
- implication
- significance
- formal style
- objective tone
- logical conclusion
- transitional words

Spanish Cognates

- | |
|-------------------|
| efectivo/a |
| distinción |
| objetivo |
| subjetivo |
| implicación |
| significado |
| estilo formal |
| tono objetivo |
| conclusión lógica |

WHST.9-10.2 (Continued)**Question Stems and Prompts:**

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Anchor Standard

Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details, and well-structured event sequences.

WHST.9-10.3

Not applicable as a separate requirement

Essential Skills and Concepts:**Question Stems and Prompts:****Academic Vocabulary****Spanish Cognates****Anchor Standard**

Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details, and well-structured event sequences.

WHST.9-10.3

Not applicable as a separate requirement

Essential Skills and Concepts:**Question Stems and Prompts:****Academic Vocabulary****Spanish Cognates**

Anchor Standard

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

WHST.9-10.4

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

Essential Skills and Concepts:

- Understand various writing text types and their organizational structures
- Identify and understand the writing task
- Identify and understand the writing purpose
- Determine and address the audience appropriately
- Understand and utilize appropriate style

Question Stems and Prompts:

- ✓ What form of writing does the prompt call for?
- ✓ What organizational structure will you use?
- ✓ What is the purpose for writing?
- ✓ Who is the audience?
- ✓ How will you organize and develop your thoughts before writing?
- ✓ Did you use vocabulary that is appropriate to your audience?
- ✓ Are you using a formal or informal style of writing? Which would be most appropriate for your audience?

Academic Vocabulary

- audience
 - purpose for writing
 - organizational pattern
 - evidence
 - details
 - information
 - task
 - purpose
- | | |
|-------------------------|--|
| Spanish Cognates | |
| audencia | |
| patrón de organización | |
| evidencia | |
| detalles | |
| información | |
| propósito | |

Anchor Standard

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

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- audience
 - purpose for writing
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- | | |
|-------------------------|--|
| Spanish Cognates | |
| audencia | |
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| detalles | |
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| propósito | |

Anchor Standard

Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

WHST.9-10.5

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.

Essential Skills and Concepts:

- Understand and focus on purpose and audience
- Develop and use planning templates
- Understand and utilize revision techniques
- Identify and edit text-problems
- Understand and use multiple writing approaches
- Receive and provide writing guidance

Question Stems and Prompts:

- ✓ What is the purpose or focus of the piece? What aspects are most significant?
- ✓ How will you plan your writing piece?
- ✓ How does your planning template compare with your writing piece? Was something added/omitted? Why?
- ✓ What is the best title for this piece?
- ✓ Is the structure you selected the most effective format for conveying your ideas? What makes it so?
- ✓ What additional evidence, description, or clarification is needed in the piece? Where would you include it? What are some different ways and you can incorporate it?
- ✓ What one section of your writing piece is problematic? How can you revise that portion to better fit the overall piece? What new approach can you try?
- ✓ Do all sentences belong? What sentences need to be reworded or deleted?
- ✓ Is your writing free from writing convention errors?
- ✓ Where should you go if you need help editing?
- ✓ In what ways does your writing meet the needs of your audience?
- ✓ How does your writing achieve your purpose?

Academic Vocabulary

- develop
- argument
- topic
- narrative
- information
- evidence/proof
- revise
- edit
- purpose

Spanish Cognates

- | |
|------------------|
| argumento |
| narración(n) |
| información |
| evidencia/prueba |
| revisar |
| editar |
| propósito |

Anchor Standard

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- revise
- edit
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Spanish Cognates

- | |
|------------------|
| argumento |
| narración(n) |
| información |
| evidencia/prueba |
| revisar |
| editar |
| propósito |

Anchor Standard

Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

WHST.9-10.6

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.

Essential Skills and Concepts:

- Use technology proficiently for production, publication, and collaboration
- Demonstrate keyboarding skills (three page/single sitting minimum- 6th grade)
- Link and cite sources
- Create shared writing products
- Display information flexibly and dynamically
- Access and use the Internet

Question Stems and Prompts:

- ✓ What software will you use to create this document?
- ✓ How can the Internet serve as a tool for production, publication, and collaboration?
- ✓ What Internet links will you provide in your document?
- ✓ How do you correctly cite Internet links?
- ✓ What medium will you use to publish your writing so that others can access it?
- ✓ How will you use technology to collaborate and interact with others about your writing?
- ✓ What tools will you utilize in to order to display your information in a flexible and dynamic manner? How will your information be easily updated?
- ✓ How have you efficiently presented the relationships between information and ideas?
- ✓ What Internet tool(s) will be most useful toward your individual or collaborative goal? Support your reasoning with reference to specific aspects of a given tool.

Academic Vocabulary

- software
- information
- links
- credible
- display
- disseminate
- multimedia
- format

Spanish Cognates

- | | |
|-------------|-------------|
| software | software |
| information | información |
| links | |
| credible | creíbles |
| display | |
| disseminate | disiminar |
| multimedia | multimedia |
| format | formato |

Anchor Standard

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- information
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- multimedia
- format

Spanish Cognates

- | | |
|-------------|-------------|
| software | software |
| information | información |
| links | |
| credible | creíbles |
| display | |
| disseminate | disiminar |
| multimedia | multimedia |
| format | formato |

Anchor Standard

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.9-10.7

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.

Essential Skills and Concepts:

- Understand steps of an investigation
- Develop an inquiry question
- Conduct research drawing on multiple sources
- Refocus inquiry/generate additional questions when appropriate
- Know how to broaden or narrow an inquiry
- Synthesize and summarize information
- Cite a variety of sources

Question Stems and Prompts:

- ✓ What subject are you investigating?
- ✓ What is your inquiry question?
- ✓ How will you locate sources? What kind(s) of sources do you need?
- ✓ Design an effective course of action for your research.
- ✓ What is the origin of the sources you are using?
- ✓ How do you correctly cite your sources?
- ✓ Interpret the information drawn from various sources. How does it provide an answer to your question?
- ✓ How is the information from the various sources consistent /complimentary? How is it inconsistent?
- ✓ How does your inquiry question need to be altered as a result of your findings? Are additional questions to be researched generated?
- ✓ What additional information would you need in order to solve a related real-world problem?
- ✓ Does your inquiry need to be more narrow/broad as a result of your investigation?
- ✓ How can you best summarize your findings?
- ✓ What did you learn from this inquiry? What new understanding of the subject do you have?
- ✓ How does your learning apply or relate to a current real-world scenario or situation?
- ✓ Evaluate your research process. What was most/least effective?

Academic Vocabulary

- sources
- information
- inquiry
- narrow inquiry
- broad inquiry
- format
- bibliography
- citation page
- paraphrase

Spanish Cognates

- | | |
|-------------|---------------|
| información | investigación |
| formato | bibliografía |
| parafasear | |

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- ✓ Evaluate your research process. What was most/least effective?

Academic Vocabulary

- sources
- information
- inquiry
- narrow inquiry
- broad inquiry
- format
- bibliography
- citation page
- paraphrase

Spanish Cognates

- | | |
|-------------|---------------|
| información | investigación |
| formato | bibliografía |
| parafrasear | |

Anchor Standard

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources (**primary and secondary**), 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. CA

Essential Skills and Concepts:

- Gather print and digital information (research)
- Assess relevance and usefulness of information
- Assess credibility and accuracy of sources
- Utilize quotes
- Paraphrase correctly
- Cite sources/bibliography
- Identify primary and secondary sources

Question Stems and Prompts:

- ✓ How will you locate information from both print and digital sources?
- ✓ Create a varied selection of introductory clause or phrase options to seamlessly introduce/integrate quotes into sentences or paragraphs.
- ✓ Which search engines and terms will you use?
- ✓ What makes this information relevant to the topic?
- ✓ Develop criteria to select the sources you will use.
- ✓ How do you know that the source is credible and accurate? Evaluate your sources.
- ✓ What conclusive information do you plan to include?
- ✓ How will you paraphrase the information?
- ✓ How do you cite (various) sources in a bibliography?
- ✓ Which sources are primary or secondary?

Academic Vocabulary

- thesis
- audience
- source
- credible source
- non credible source
- citation page
- bibliography
- paraphrase
- direct quote
- text structure
- chronological order
- order of importance
- compare and contrast
- multi-media visuals
- primary source
- secondary source

Spanish Cognates

- | | |
|----------------------|-------------------------------------|
| tesis | bibliografía |
| audience | parafrasear |
| source | estructura de texto |
| credible source | orden cronológico |
| non credible source | orden de importancia |
| citation page | comparar y contrastar |
| bibliography | multi-medios de comunicación visual |
| paraphrase | comunicación visual |
| direct quote | |
| text structure | |
| chronological order | |
| order of importance | |
| compare and contrast | |
| multi-media visuals | |
| primary source | |
| secondary source | |

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources (**primary and secondary**), 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. CA

Essential Skills and Concepts:

- Gather print and digital information (research)
- Assess relevance and usefulness of information
- Assess credibility and accuracy of sources
- Utilize quotes
- Paraphrase correctly
- Cite sources/bibliography
- Identify primary and secondary sources

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- text structure
- chronological order
- order of importance
- compare and contrast
- multi-media visuals
- primary source
- secondary source

Spanish Cognates

- | | |
|----------------------|------------------------------------|
| thesis | tesis |
| audience | audiencia |
| source | |
| credible source | |
| non credible source | |
| citation page | bibliografía |
| bibliography | parafrasear |
| paraphrase | |
| direct quote | estructura de texto |
| text structure | orden cronológico |
| chronological order | orden de importancia |
| order of importance | comparar y contrastar |
| compare and contrast | muti-medios de comunicación visual |
| multi-media visuals | comunicación visual |
| primary source | |
| secondary source | |

Anchor Standard

Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools



<http://commoncore.tcoe.org/licensing>

3rd edition, 2/2019

Tulare County
Office of Education

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3rd edition, 2/2019

Anchor Standard

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST. 9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Essential Skills and Concepts:

- Analyze literary or informational texts
- Assess soundness of reasoning and relevance of evidence
- Reflect on informational text
- Utilize evidence to support analysis/research
- Recognize and understand organizational structures

Question Stems and Prompts:

- ✓ What evidence can you draw from the passage to support your analysis or position?
- ✓ Analyze and evaluate the evidence you select.
- ✓ How sound is your evidence?
- ✓ What makes one piece of evidence more convincing than another?
- ✓ How would you connect the evidence to your analysis?
- ✓ What does your reflection or research mean in light of the evidence?
- ✓ What trends or patterns do you see in your selected evidence?
- ✓ In what ways has your thinking been confirmed or challenged as a result of evidence you have discovered?
- ✓ How is the evidence relevant to your analysis?
- ✓ What additional evidence do you need to support your analysis or reflection?
- ✓ How would audience understanding change if you omitted or disregarded a key piece of evidence?
- ✓ After reading or researching _____, write _____ (an essay or substitute) in which you argue _____ (content). Support your position with evidence from the text(s). *Argument* (<http://ldc.org/resources>)
- ✓ After reading or researching _____, write _____ (a report, essay or substitutes) in which you analyze _____ (content), providing examples to clarify your analysis. *Informative/Explanatory* (<http://ldc.org/resources>)

Academic Vocabulary

- evidence
- claim
- position
- valid
- validity

Spanish Cognates

- evidencia
- reclamo
- posición
- válido
- validez

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WHST. 9-10.9

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Spanish Cognates

- evidencia
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- validez

Anchor Standard

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.9-10.10

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.

Essential Skills and Concepts:

- Identify and understand the task
- Identify and understand the purpose
- Identify and understand the audience
- Compose a variety of text types
- Understand a variety of organizational structures
- Communicate information effectively

Question Stems and Prompts:

- ✓ Create an outline (with time frames) to facilitate/organize your writing.
- ✓ What is the purpose of this writing?
- ✓ What is the specific task?
- ✓ What organizational structure would best lend itself to addressing your current task?
- ✓ Who is the intended audience?
- ✓ How will you address the audience's knowledge/perspective?
- ✓ What decisions will you have to make in order to create a formal text?
- ✓ What factors inform how informally you choose to write toward a specific task?
- ✓ What changes can you make to turn this short piece into an expanded, well thought out and developed piece?
- ✓ Revise the text to address a completely different audience.
- ✓ Re-craft the text to suit an alternate purpose.
- ✓ What would you have to change in the text to make the piece formal rather than informal?
- ✓ Consider an alternate perspective. How would you write from that perspective? What would change?

Academic Vocabulary

- purpose
 - audience
 - evidence/proof
 - key points
 - counterarguments
- | | |
|-------------------------|--|
| Spanish Cognates | |
| propósito | |
| audiencia | |
| evidencia/pruebas | |
| argumentos en contra | |

Anchor Standard

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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