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 of the text?
- ✓ What evidence leads you to this conclusion?
- ✓ What evidence is most supportive of your analysis?
- ✓ Is the evidence you cited from a primary or secondary source?

Tier 2

Academic Vocabulary	Spanish Cognates
• cite	citar
• textual evidence	evidencia textual
• analysis	análisis
• explicit	explícito
• inference	inferencia
• analyze	analizar
• conclude	concluir
• primary source	fuente primaria
• secondary source	fuente secundaria
• features	
• origins	

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?

Tier 2

Academic Vocabulary	Spanish Cognates
• central idea	idea central
• analyze	analizar
• development	
• relationship	relación
• supporting	
• summary	
• determine	determinar
• objective	objetivo
• summarize	
• primary source	fuente primaria
• secondary source	fuente secundaria
• cite	citar
• evidence	evidencia

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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?
- ✓ In what order are the points made? What effect does the order of points have?
- ✓ What connections did the author provide in his analysis?

Tier 2

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• analysis	análisis
• series	serie
• introduce	introducir
• develop	
• connections	conexiones

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 tone and meaning of text.

Question Stems and Prompts:
- ✓ What technical meanings are required and used in text?
- ✓ What is the meaning of the text?
- ✓ What technical terms did the author use, and why were these important?

Tier 2

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• specific	específico
• impact	impacto
• meaning	
• technical meaning	
• technical terms	términos técnicos
• tone	tona

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?

Tier 2

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• claim	reclamo
• develop	
• refine/perfect	perfeccionar
• particular	en particular
• text features	
• graphic	gráfico
• header	
• caption	
• functional	funcional
• document	documento

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?

Tier 2

Academic Vocabulary	Spanish Cognates
• determine	determinar
• point of view	punto de vista
• purpose	propósito
• analyze	analizar
• rhetoric	retórica
• advance	avanzar
• repetition	repetición
• parallelism	paralelismo
• slogan	slogan
• rhetorical question	pregunta retórica

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?
- ✓ Did you find connections 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?

Tier 2

Academic Vocabulary	Spanish Cognates
various	varios
account	
medium	medio
multimedia	multimedia
determine	determinar
detail	detalle
emphasize	enfatizar
qualitative	
quantitative	
analysis	análisis
technical	
integrate	integrar
evaluate	evaluar

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?

Tier 2

Academic Vocabulary	Spanish Cognates
evaluate	evaluar
argument	argumento
specific	específico
claim	reclamo
text	texto
assess/evaluate	evaluar
reasoning	razonamiento
valid	válido
evidence	evidencia
relevant	relevante
sufficient	suficiente

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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 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?

Tier 2

Academic Vocabulary:	Spanish Cognates
analyze	analizar
document	documento
significance	importancia
concept	concepto
context	
primary source	fuente primaria
secondary source	fuente secondaria
identify	identificar

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.

Tier 2

Academic Vocabulary	Spanish Cognates
text complexity	
independent	independiente
proficient/competent	competente
comprehend	comprender
skimming	
summarize	
non-fiction	no de ficción
central idea	idea central

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

Question Stems and Prompts:
- ✓ How can you clearly introduce your claim?
- ✓ What evidence best supports your claim?
- ✓ Is the evidence relevant? Are your sources credible?
- ✓ What counterclaims can be made? Have you addressed them fairly?
- ✓ 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?
- ✓ Is your tone objective?
- ✓ Does your concluding statement support the argument presented?

Tier 2

Academic Vocabulary:	Spanish Cognates
• audience	audiencia
• subjective objective	
• subjective argument	argumento subjetivo
• claim	reclamo
• evidence	evidencia
• formal language	lenguaje formal
• informal language	lenguaje informal
• logical arrangement	
• analyze	analizar

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

Question Stems and Prompts:
- ✓ How can you clearly introduce your topic?
- ✓ What information will you provide in the preview following the topic/thesis statement?
- ✓ 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?
- ✓ What makes your piece formal in style?
- ✓ Is your tone objective?
- ✓ Does your concluding statement support the information presented? Does it articulate the significance of the topic?

Tier 2

Academic Vocabulary:	Spanish Cognates
• effective	efectivo/a
• distinction	distinción
• objective	objetivo
• subjective	subjetivo
• implication	implicación
• significance	significado
• formal style	estilo formal
• objective tone	tono objetivo
• logical conclusion	conclusión lógica
• transitional words	

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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:
✓

Tier 2
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?

Tier 2
Academic Vocabulary   **Spanish Cognates**
- audience   audencia
- purpose for writing
- organizational pattern   patrón de organización
- evidence   evidencia
- details   detalles
- information   información
- task
- purpose   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?
- ✓ Is additional evidence, description, or clarification needed anywhere in the piece?
- ✓ Is one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
- ✓ Do all sentences belong? Do some sentences need to be reworded or deleted?
- ✓ Is your writing free from writing convention errors?
- ✓ Where should you go if you need help editing?
- ✓ Does your writing meet the needs of your audience?
- ✓ Does your writing achieve your purpose?

Tier 2
Academic Vocabulary	Spanish Cognates
• develop	
• argument	argumento
• topic	
• narrative	narración(n)
• information	información
• evidence/proof	evidencia/prueba
• revise	revisar
• edit	editar
• purpose	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?
- ✓ Have you efficiently presented the relationships between information and ideas?

Tier 2
Academic Vocabulary	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 locate sources?
- ✓ What is the origin of the sources you are using?
- ✓ How do you correctly cite your sources?
- ✓ How does the information drawn from various sources provide an answer to your question?
- ✓ Is the information from the various sources consistent / complimentary?
- ✓ Does your inquiry question need to be altered as a result of your findings? Are additional questions to be researched generated?
- ✓ 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?

Tier 2

Academic Vocabulary	Spanish Cognates
• sources	
• information	información
• inquiry	investigación
• narrow inquiry	
• broad inquiry	
• format	formato
• bibliography	bibliografía
• citation page	
• paraphrase	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.

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?
- ✓ Which search engines and terms will you use?
- ✓ What makes this information relevant to the topic?
- ✓ How do you know that the source is credible and accurate?
- ✓ 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?

Tier 2

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

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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
- ❑ 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?
- ✓ How does the author present the information?
- ✓ What similarities do you notice in the various texts?
- ✓ What conclusions can you make based on the text(s)?

Tier 2

Academic Vocabulary	Spanish Cognates
• evidence	evidencia
• claim	reclamo
• position	posición
• valid	válido
• validity	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
- ❑ Communicate information effectively

Question Stems and Prompts:
- ✓ How can you create an outline (with time frames) to facilitate/organize your writing?
- ✓ What is the purpose of this writing?
- ✓ What is the specific task?
- ✓ Who is the intended audience?
- ✓ How will you address the audience's knowledge/perspective?

Tier 2

Academic Vocabulary	Spanish Cognates
• purpose	propósito
• audience	audiencia
• evidence/proof	evidencia/pruebas
• key points	
• counterarguments	argumentos en contra

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