

DataWORKS Educational Research

Common Core Literacy Objectives & Essential Tools

**LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE, AND TECHNICAL SUBJECTS**

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Common Core Literacy Objectives & Essential Tools

DataWORKS Educational Research has analyzed Common Core State Standards (CCSS) and recognized the challenge educators face in implementing Literacy Objectives into other subject areas such as History and Science.

In [Common Core Literacy Objectives & Essential Tools](#), DataWORKS takes CCSS to a highly functional, teacher-friendly level. Each grade-range booklet offers SUPPORT Literacy Objectives to use in conjunction with the teaching of

history and/or science content standards.

DataWORKS provides sample history and science learning objectives, so educators will understand how the Literacy Objectives are used as supporting standards by the teacher. The Literacy Objectives should not be conveyed to the students, but be used by the teacher to insure their history or science lesson also helps to develop literacy.

Common Core Literacy Objectives & Essential Tools

Offered exclusively by
DataWORKS Educational Research

Now educators can be sure they are supporting literacy development in History/Social Studies and Science classes.

Each guide includes:

- ...Literacy Objectives crafted from Common Core Standards for Literacy.
- ...Sample History or Science Learning Objectives
- ...Teaching Tips to enhance lesson design and delivery.
- ...CCSS suggestions using Appendix B.
- ...Academic Vocabulary for each grade range from the standards.
- ...Mini-posters for in-class support.

DataWORKS Common Core Literacy Objectives & Essential Tools is the solution:

- for assisting teachers in comprehending, internalizing, and implementing CCSS at a glance
- for optimizing lesson prep and classroom teaching time and helping educators transition from State Standards to CCSS

Three guides available: 6th-8th, 9th-10th, 11th-12th.

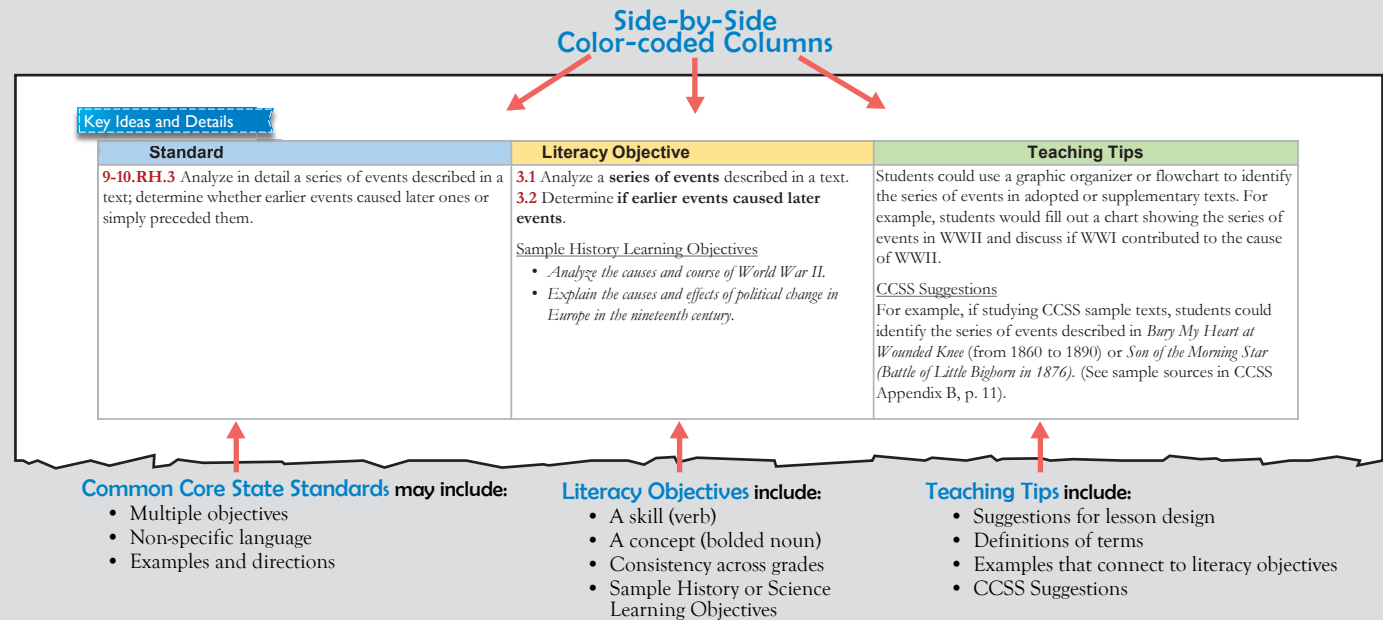


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Literacy Standards

“The Literacy Standards are meant to complement the specific content demands of the disciplines, not replace them,” the Common Core State Standards p. 60.

Literacy Objectives

The Literacy Objectives support the History, Science, or Technical Subject standards by describing skills and concepts that will be used in conjunction with the content taught. Students are not given the Literacy Objectives. These Literacy Objectives are the sub-skills that help the students gain better understanding of the content and help the teacher teach it.

Importance of Literacy Objectives

- They help develop and strengthen literacy.
- They help students learn to read a variety of complex informational texts.
- They keep lessons focused on critical thinking.

Crafting Literacy Objectives from Common Core Standards

The Common Core Literacy Objectives crafted from the Common Core Standards contain **three major parts**:

Skills – measurable verbs that match Independent Practice (*identify, write, calculate*)

Concepts – topic or big idea of the lesson, usually nouns (*decimal, figurative language*)

Context – restricting condition or how to do it (*using a number line, in a poem*)

I. Common Core Standards may contain multiple Objectives.

DataWORKS crafted separate Literacy Objectives for each Common Core Standard that had more than one Objective. Each Literacy Objective can be use with existing Learning Objectives in History/Social Studies, Science, and Technical Subjects.

Standard	Literacy Objective
<p>6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>2.1 Determine the central idea of a source. 2.2 Provide a summary of a source.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Summarize Hammurabi's Code.</i> • <i>Explain the central ideas of the Enlightenment.</i> • <i>Describe the political philosophy in the Federalist Papers.</i>

2. Common Core Standards may contain Examples.

DataWORKS omitted the examples from the Literacy Objectives. Teachers should use the examples as a guide to the types of reading and writing expectations they should be assigning within their course.

Standard	Literacy Objective
<p>6-8.RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p>7.0 Integrate technical information presented in different media formats.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Explain how energy moves through a food web.</i> • <i>Design and create cabinet and wood products.</i> • <i>Explain the structure of the atom.</i>

3. Common Core Standards may contain Concept Definitions.

DataWORKS omitted the Concept definition and used the Concept name when crafting the Literacy Objective. Teachers should use the definitions as guidelines for their planning of reading and writing activities.

Standard	Literacy Objective
<p>6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p>5.0 Describe the structure of a text.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Compare and contrast life in Athens and Sparta.</i> • <i>Describe the causes of the religious Crusades and their effects on Christian, Muslim, and Jewish populations.</i> • <i>Trace the battles and events of the War of 1812.</i>

4. Common Core Standards may contain Context (restricting conditions or teaching directions).

DataWORKS omitted the context. Teachers should use the restricting conditions or teaching directions as guidelines for their planning of reading and writing activities.

Standard	Literacy Objective
<p>6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes.</p>	<p>2.1 Write informative text.</p> <p>2.2 Write explanatory text.</p> <p><u>Sample Content Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Describe the causes, key events and consequences of the Civil War.</i> • <i>Explain the process of meiosis.</i> • <i>Explain how to use a microscope.</i>

Grades 9-10 Literacy Objectives Overview

Domain	Standards	Lettered Standards (a, b, ...)	Literacy Objectives
Reading in History			
Key Ideas and Details	3		5
Craft and Structure	3		3
Integration of Knowledge and Ideas	3		3
Range of Reading and Level of Text Complexity	1		1
Reading in Science and Technical Subjects			
Key Ideas and Details	3		6
Craft and Structure	3		3
Integration of Knowledge and Ideas	3		3
Range of Reading and Level of Text Complexity	1		1
Writing Standards			
Text Types and Purposes	3	11	15
Production and Distribution of Writing	3		6
Research to Build and Present Knowledge	3		6
Range of Writing	1		2
Total	30	11	54

Grades 9 - 10 – Reading in History



Key Ideas and Details

Standard	Literacy Objective	Teaching Tips
<p>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.</p>	<p>1.0 Cite specific textual evidence to support analysis of sources.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>List the principles of the U.S. Bill of Rights.</i> • <i>Analyze the influence of the U.S. Constitution on political systems in the contemporary world.</i> 	<p>Students could underline, highlight, or complete a graphic organizer citing textual evidence in adopted or supplementary texts. For example, students could use the Internet to find primary sources and use the textbook as a secondary source. This literacy standard could support multiple history objectives. A <i>primary source</i> was created during the time under study. These include <u>original documents</u> (excerpts or translations acceptable), such as diaries, speeches, letters, interviews, autobiographies, and official records. A <i>secondary source</i> interprets and analyzes primary sources.</p> <p><u>CCSS Suggestions</u></p> <p>Refer to sample sources in CCSS Appendix B (p. 11). For example, if studying CCSS sample texts, students could analyze the U.S. Constitution by citing specific textual evidence from primary sources, like the Preamble and Amendments, and secondary sources, such as <i>America’s Constitution: A Biography</i>.</p>
<p>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.</p>	<p>2.1 Determine the central idea of a source. 2.2 Provide a summary of a source.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Summarize the essential characteristics of Roman civilization.</i> • <i>Explain the central ideas of Communism.</i> 	<p>Students could determine the central idea and write an objective summary about adopted or supplementary texts. For example, students could explain the central ideas of the Roman political system and the economic structure of Roman trade using the Internet to find primary sources and the textbook as a secondary source. This literacy standard could support multiple history objectives.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could determine the central idea of <i>Black, Blue and Gray</i> or <i>The Longitude Prize</i> (see sample sources in CCSS Appendix B, p. 11), and provide an objective summary that develops the key events.</p>

Standard	Literacy Objective	Teaching Tips
<p>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.</p>	<p>3.1 Analyze a series of events described in a text. 3.2 Determine if earlier events caused later events.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Analyze the causes and course of World War II.</i> • <i>Explain the causes and effects of political change in Europe in the nineteenth century.</i> 	<p>Students could use a graphic organizer or flowchart to identify the series of events in adopted or supplementary texts. For example, students could fill out a chart showing the series of events in WWII and discuss if WWI contributed to the cause of WWII.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could identify the series of events described in <i>Bury My Heart at Wounded Knee</i> (from 1860 to 1890) or <i>Son of the Morning Star</i> (<i>Battle of Little Bighorn in 1876</i>). (See sample sources in CCSS Appendix B, p. 11).</p>

Craft and Structure

Standard	Literacy Objective	Teaching Tips
<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>4.0 Determine the meaning of words and phrases used in a text.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>List the principles of the U.S. Bill of Rights.</i> • <i>Analyze the influence of the U.S. Constitution on political systems in the contemporary world.</i> 	<p>Students could underline, highlight, or define grade-level vocabulary using context clues in adopted or supplementary texts. For example, if studying the U.S. Bill of Rights, students could determine the meaning of <i>amendment, congress, abridge</i>, etc.</p> <p><u>CCSS Suggestions</u></p> <p>CCSS suggests that students could determine the meaning of words such as <i>quadrant, astrolabe, equator, and horizon line</i> in <i>The Longitude Prize</i>, as well as key phrases like <i>dead reckoning</i> and <i>sailing the parallel</i>. (Appendix B, p. 138).</p>
<p>9-10.RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>5.0 Analyze the structure of a text.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Compare the impact of the Renaissance and the Reformation on life in Europe.</i> • <i>Trace the events of the Cold War.</i> 	<p>Students could use a graphic organizer to analyze the structure in adopted or supplementary texts. For example, use a graphic organizer to compare the key points of the impact of the Renaissance and Reformation on life in Europe.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could analyze the structure of <i>Before Columbus: The Americas of 1491</i> to see how the author advanced his key points.</p>
<p>9-10.RH.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.</p>	<p>6.0 Compare the point of view of two or more authors.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Compare Roosevelt’s and Stalin’s account of the Yalta conference.</i> • <i>Discuss the challenges and successes of democratic reform following WWII.</i> 	<p>For example, students could compare points of view of the challenges and successes of democratic reform by two or more authors using the Internet and a textbook.</p> <p><u>CCSS Suggestions</u></p> <p>CCSS suggests (Appendix B, p. 138) that students could compare the similarities and differences in <i>point of view</i> in works by Dee Brown and Evan Connell regarding the Battle of Little Bighorn, analyzing how the authors <i>treat the same event</i> and <i>which details they include and emphasize</i>.</p>

Integration of Knowledge and Ideas

Standard	Literacy Objective	Teaching Tips
<p>9-10.RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>7.0 Integrate information presented in different media formats.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Discuss the human cost of World War II.</i> • <i>Analyze the impact and increase of terrorist movements.</i> 	<p>Students could use charts and researched data to show the military losses in Russia, Germany, Britain, the United States, China, and Japan during World War II.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could identify the elements of technical formal analysis (descriptions of color, space, line, volume, mass, and composition) for specific art pieces and compare that to a qualitative analysis of the same piece in <i>The Story of Art</i>, considering cultural or historical interpretations.</p>
<p>9-10.RH.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p>8.0 Assess the reasoning and evidence that support the author’s claims.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Assess Winston Churchill’s Iron Curtain speech.</i> 	<p>This standard could be embedded in 9-10.RH.3 or 9-10.RH.6. To evaluate a history-based claim, students must assess the <i>reasoning (valid)</i> and <i>evidence (relevant)</i> provided in the text.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could assess the reasoning in <i>Bury My Heart at Wounded Knee</i> or <i>Son of the Morning Star</i>.</p>
<p>9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>9.0 Compare and contrast two treatments of the same topic.</p> <p><u>Sample History Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Analyze the role of African American soldiers in the Civil War.</i> • <i>Compare the ideologies of Karl Marx to Lenin’s adaptation of Marxism in Russia.</i> 	<p>Students could use a graphic organizer to compare and contrast two topics that were important in the historical period being studied. For example, students could use the Internet to find primary sources and use the textbook as a secondary source.</p> <p><u>CCSS Suggestions</u></p> <p>CCSS suggests (Appendix B, p. 138) that students analyze the role of African American soldiers in the Civil War by <i>comparing and contrasting primary source</i> materials against <i>secondary syntheses</i>. Both are available in <i>Black, Blue and Gray</i>.</p>

Range of Reading and Level of Text Complexity

Standard	Literacy Objective	Teaching Tips
<p>9-10.RL.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.</p>	<p>10.0 Read and comprehend history texts.</p> <p><u>Sample History Learning Objectives</u></p> <p><i>This standard should be embedded in other standards and grade-level content texts.</i></p>	<p>Refer to Appendix B p. 11 for a list of grade-level supplementary texts.</p>

Grades 9 - 10 – Reading in Science and Technical Subjects



Key Ideas and Details

Standard	Literacy Objective	Teaching Tips
<p>9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p>1.0 Cite specific textual evidence to support analysis of texts.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Explain how feedback loops regulate conditions in the body.</i> • <i>Analyze the historical importance of the Bohr model of the atom.</i> • <i>Analyze and correct basic circuit problems (open circuits, short circuits, incorrect grounding).</i> 	<p>Students could underline, highlight, or complete a graphic organizer citing textual evidence in adopted or supplementary texts. For example, students could use textual evidence to explain how feedback loops are the means through which the nervous system uses the endocrine system to regulate body conditions.</p> <p><u>CCSS Suggestions</u></p> <p>CCSS suggests (Appendix B, p. 138) that students cite textual evidence in <i>Classifying the Stars</i> to <i>support their analysis</i> of the scientific importance of the discovery that light is composed of many colors. Students should include <i>precise details</i> from the text such as the author’s repeated use of the rainbow.</p>
<p>9-10.RST.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p>2.1 Determine the central idea of a text. 2.2 Determine the conclusion of a text. 2.3 Trace the explanation of a process, phenomenon, or concept in a text. 2.4 Provide a summary of a text.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Determine the central idea of Newton’s third law.</i> • <i>Analyze the relationship between the Earth’s rotations and the Coriolis Effect.</i> 	<p>For example, students could trace the explanation of the complex process of the <i>Coriolis Effect</i> and how it controls oceanic circular airflow, which appears counterclockwise when viewed from above.</p> <p><u>CCSS Suggestions</u></p> <p>CCSS suggests (Appendix B, p.138-139) that students determine how the author of <i>Amusement Park Physics</i> clarifies his central idea of the <i>phenomenon</i> of acceleration. Students should <i>summarize his conclusions</i> about the physics of roller coasters and <i>trace the supporting details</i> about the <i>processes</i> of rotational dynamics and energy conversion.</p>
<p>9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p>3.0 Follow a multistep procedure.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Use Newton’s second law to solve motion problems.</i> • <i>Explain Mendel’s law of inheritance.</i> • <i>Complete a cold metal project.</i> 	<p>Students could record steps and measurements in an experiment that is part of adopted or supplementary texts. For example, students could follow steps using the Punnett squares to determine the genotype of each offspring.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could trace the multistep procedures used by Annie Cannon in <i>Classifying the Stars</i> or Eratosthenes’ attempt to measure the globe in <i>Circumference</i>, or Newton’s experiments in <i>The Story of Science: Newton at the Center</i>. (See sample sources in CCSS Appendix B, p. 11).</p>

Standard	Literacy Objective	Teaching Tips
<p>9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>.</p>	<p>4.0 Determine the meaning of key terms and phrases used in a text.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Explain how feedback loops regulate conditions in the body.</i> • <i>Analyze the historical importance of the Bohr model of the atom.</i> 	<p>This standard could be embedded in the above three standards. Students could highlight or record key terms or phrases identified in adopted or supplementary texts. For example, if studying feedback loops, students would define <i>hormones, leptin, endocrine system</i>, etc.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could learn the key terms and phrases in Euclid’s <i>Elements</i>, <i>Amusement Park Physics</i>, or <i>The Hot Zone</i>.</p>
<p>9-10.RST.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</p>	<p>5.0 Analyze the structure of the relationships among concepts in a text.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Analyze how energy flows in an energy pyramid.</i> • <i>Solve two-dimensional problems involving balanced forces.</i> 	<p>For example, students could analyze the relationship of key terms in an energy pyramid such as <i>tertiary consumers, secondary consumers</i> (carnivores), <i>primary consumers</i> (herbivores), and <i>producers</i>.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could analyze the concepts of physics (<i>Amusement Park Physics</i>), astronomy (<i>Classifying the Stars</i>), or biology (<i>Race to Save Lord God Bird</i> or <i>The Hot Zone</i>) and show their scientific relationships. (See sample sources in CCSS Appendix B, p. 11).</p>
<p>9-10.RST.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<p>6.0 Analyze an author’s purpose.</p> <p><u>Sample Science Learning Objectives</u></p> <ul style="list-style-type: none"> • <i>Explain the engine theory for both two- and four-stroke cycle engines.</i> • <i>Describe the Kinetic Molecular Theory of gases.</i> • <i>Discuss how the pH scale characterizes acid and base solutions.</i> 	<p>This standard could be embedded in the above five standards. Students could underline or note text that helps bring out the author’s purpose in adopted or supplementary texts. For example, students could identify the purpose of an Internet article about the structure of DNA.</p> <p><u>CCSS Suggestions</u></p> <p>For example, if studying CCSS sample texts, students could analyze the author’s purpose in <i>Circumference</i>, <i>The Hot Zone</i>, or <i>The Race to Save Lord God Bird</i>.</p>

Integration of Knowledge and Ideas

Standard	Literacy Objective	Teaching Tips
9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7.0 Translate technical information presented in different media formats . <u>Sample Science Learning Objectives</u> <ul style="list-style-type: none"> • <i>Discuss the cycles of El Nino.</i> • <i>Translate a balanced equation of a chemical reaction into words.</i> 	For example, students can use a table or chart to show the cycles of El Nino by using data on sea surface temperatures gathered from several decades and connect them to weather and weather patterns. <u>CCSS Suggestions</u> For example, if studying CCSS sample texts, students could translate the words in US EPA <i>Recommended Levels of Insulation</i> into charts, and the charts into words. Or, do a similar translation for Euclid’s <i>Elements</i> .
9-10.RST.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	8.0 Assess the reasoning and evidence that support the author’s claims . <u>Sample Science Learning Objectives</u> <ul style="list-style-type: none"> • <i>Use the Manual of Millwork to solve cabinetmaking problems.</i> 	To evaluate a science-based claim, students must assess the <i>reasoning (valid)</i> and <i>evidence (relevant)</i> provided in the text. Students could assess whether the Manual of Millwork uses accurate reasoning and evidence for its solutions. <u>CCSS Suggestions</u> CCSS suggests (Appendix B, p. 139) that students <i>assess the extent to which the reasoning and evidence</i> that the author of <i>Race to Save Lord God Bird</i> uses to support his scientific <i>claims</i> of why protecting this species was so challenging.
9-10.RST.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9.0 Compare and contrast information from different sources . <u>Sample Science Learning Objectives</u> <ul style="list-style-type: none"> • <i>Compare the role of bacteria and viruses in causing illnesses.</i> 	Students can compare findings using their textbooks and research from the Internet to discuss the role bacteria (blood poisoning, tuberculosis) and viruses (colds, flu, AIDS) play in causing illnesses. <u>CCSS Suggestions</u> For example, if studying CCSS sample texts, students could compare the attempts to measure the earth by Newton (<i>Story of Science</i>) and Eratosthenes (<i>Circumference</i>). Or compare the findings in <i>Life by the Numbers</i> with their own experiments on everyday phenomena.

Range of Reading and Level of Text Complexity

Standard	Literacy Objective	Teaching Tips
9-10.RST.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10.0 Read and comprehend science and technical texts . <u>Sample Science Learning Objectives</u> <i>This standard should be embedded in other standards and used with grade-level content texts.</i>	Refer to Appendix B p. 11 for a list of grade-level supplementary texts.

Grades 9 - 10 – Writing in History, Science, and Technical Subjects

Text Types and Purpose



Standard	Literacy Objective	Teaching Tips
9-10.WHST.1 Write arguments focused on <i>discipline-specific content</i> .	1.0 Write an argument . <u>Sample Content Learning Objectives</u> <ul style="list-style-type: none"> • <i>Explain if you agree or disagree with the conquest of Mexico by Cortez.</i> • <i>Explain why or why not science should use stem cells to save lives.</i> 	The HST writing standards below should be embedded within regular History/Science lessons rather than taught separately. HST writing is focused more on content than structure of writing, and thus these Literacy Objectives should help to guide and evaluate HST writing assignments. See Writing Checklist.
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.	1.0a Introduce claims and distinguish them from alternate or opposing claims . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.1 above.</i>	Students could write their opinion about a history or science topic in the format of claims and evidence, and acknowledge opposing claims. For example, one claim can be <i>Stem cells can help cure a number of diseases</i> . One supporting reason could be <i>Stem cells help improve Parkinson's disease</i> . An opposing claim could be that <i>stem cells can lead to knowledge on how to clone humans</i> . <u>CCSS Suggestions</u> For example, if studying the CCSS sample texts, students could write about the claims and evidence presented in <i>The Race to Save Lord God Bird</i> , <i>The Hot Zone</i> , <i>Euclid's Elements</i> , <i>Before Columbus: The Americas of 1491</i> , or <i>Son of the Morning Star: Custer and the Little Bighorn</i> .
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.	1.0b Support claims and counterclaims with relevant evidence . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.1 above.</i>	Students could provide specific evidence from the adopted or supplementary texts to support their claims and counterclaims. For example, students could use the Internet to identify diseases that could be improved with stem cell research by providing pros and cons on the effectiveness of stem cells on that specific disease.
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.	1.0c Clarify the relationship between the claim(s) and the evidence . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.1 above.</i>	Students could identify words, phrases, or clauses in adopted or supplementary texts that help them clarify their writing. For example, students can use transitions such as <i>furthermore</i> or <i>in addition</i> to connect claims and evidence.
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.	1.0d Establish and maintain a formal style . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.1 above.</i>	Students could write about history or science topics with a formal style. <i>Formal style</i> means writing without slang or jargon, making paragraphs that have a main idea and supporting details, and using domain-specific vocabulary.

Standard	Literacy Objective	Teaching Tips
<p>9-10.WHST.1 (continued)</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>1.0e Provide a conclusion.</p> <p><u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.1.</i></p>	<p>The <i>conclusion</i> should be a wrap-up or summary of the points that support the argument. A <i>conclusion</i> could be a concluding statement or a section.</p>
<p>9-10.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>2.1 Write informative text. 2.2 Write explanatory text.</p> <p><u>Sample Content Learning Objectives</u></p> <ul style="list-style-type: none"> • Describe the causes and consequences of WWII. • Explain the functions of the nervous system. • Explain how to use molecular clocks to estimate when and how long various organisms lived. 	<p>The HST writing standards below should be embedded within regular History/Science lessons rather than taught separately. HST writing is focused more on content than structure of writing, and thus these Literacy Objectives should help to guide and evaluate HST writing assignments. Informative text is general information on a subject (i.e. a description of MLK's life, a scientific discovery, etc.), while explanatory text is step-by-step description of a process or procedure (i.e., how someone organized a civil rights march, scientific experiments, etc.).</p> <p><u>CCSS Suggestions</u> Refer to Appendix C (p.42) for samples of student writing of informative and explanatory text.</p>
<p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>2.0a Introduce a topic and organize the ideas that support the topic.</p> <p><u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.2 above.</i></p>	<p>Use formatting and multimedia, if possible, and a prewriting technique or graphic organizer to create an organizational structure.</p> <p><u>CCSS Suggestions</u> For example, if studying the CCSS sample text, students could write about the scientific method as used by Eratosthenes (<i>Circumference</i>), Newton (<i>Story of Science: Newton at the Center</i>), or the scientists in <i>The Hot Zone</i>. Or they could write about the history of the Native Americans as described in <i>Bury My Heart at Wounded Knee</i>, <i>Son of the Morning Star</i>, or <i>Before Columbus</i> (see sample sources at CCSS Appendix B, p. 11).</p>
<p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>2.0b Develop the topic with relevant information.</p> <p><u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.2 above.</i></p>	<p><u>CCSS Suggestions</u> For example, if studying the CCSS sample text, students could use <i>Before Columbus: The Americas of 1491</i> to provide facts and other information about how the Americas were far more populated and more technologically advanced than generally assumed.</p>

Standard	Literacy Objective	Teaching Tips
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.	2.0c Use transitions to clarify the relationships between the topic and the ideas. <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.2 above.</i>	<i>Transitions</i> could be words (<i>however, therefore</i>), phrases (<i>In 1776, during the time of, etc.</i>), or sentences (<i>The 3rd reason for this amendment was the most important.</i>)
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	2.0d Use precise language . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.2 above.</i>	<u>CCSS Suggestions</u> For example, if studying the CCSS sample text, students will use domain-specific words when describing the stars, such as waves, spectrum, etc.
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.	2.0e Establish and maintain a formal style . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.2 above.</i>	Students could write about history or science topics with a formal style. <i>Formal style</i> means writing without slang or jargon, making paragraphs that have a main idea and supporting details, and using domain-specific vocabulary. <i>Objective tone</i> means without emotional language or opinions, focused on facts.
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).	2.0f Provide a conclusion . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.2 above.</i>	The <i>conclusion</i> should be a wrap-up or summary of the points that support the topic. A <i>conclusion</i> could be a concluding statement or a section.
9-10.WHST.3 (See note; not applicable as a separate requirement)	3.0 Write a narrative . <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.2 above.</i>	For example, if studying CCSS sample texts, students could give a <u>narrative account</u> of Newton’s life (<i>Story of Science</i>) or Eratosthenes’ life (<i>Circumference</i>), or the search for the ebola virus in <i>The Hot Zone</i> . (See sources in Appendix B, p. 9)
Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.		

Production and Distribution of Writing

Standard	Literacy Objective	Teaching Tips
9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4.0 Produce clear and coherent writing. <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.1 and 2.</i>	History or science assignments could have different tasks or purposes, such as: <i>letters, emails, reports, directions, stories, news, experiments, speeches</i> , etc.

Standard	Literacy Objective	Teaching Tips
9-10.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5.1 Plan writing. 5.2 Revise writing. 5.3 Edit writing. 5.4 Rewrite written text. <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.2.</i>	Refer to CCSS Appendix A (p.42) where the terms <i>revising</i> , <i>rewriting</i> , and <i>editing</i> are defined. <i>Editing</i> means small-scale surface changes to text, while <i>revising</i> means large-scale content changes to text.
9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	6.0 Produce and publish writing using technology. <u>Sample Content Learning Objectives</u> <i>This literacy objective should be embedded in 9-10.WHST.1 and 2.</i>	<i>Produce</i> means to change print to digital form as in keyboarding, presenting, or making a video; <i>publish</i> means to distribute (print or present) something.

Research to Build and Present Knowledge

Standard	Literacy Objective	Teaching Tips
9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7.1 Conduct short research projects to answer a question. 7.2 Conduct more sustained research projects to answer a question. 7.3 Synthesize multiple sources on the same subject. <u>Sample Content Learning Objectives</u> <ul style="list-style-type: none"> Summarize the origins and contributions of the scientific revolution. Describe the life-cycle of a star. 	<i>Short research project</i> means to address a narrow query in a few classes or a week. Refer to CCSS Appendix A (p. 43) for a definition of short research projects. <u>CCSS Suggestions</u> For example, if studying the CCSS sample text, students could research questions on Native American life from 1491 to 1900, or how math is used in scientific discoveries, such as Newton’s <i>Classifying the Stars</i> , <i>Life by the Numbers</i> , or Euclid’s <i>Elements</i> . (See sample sources in Appendix B, p. 11)
9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8.1 Gather relevant information from multiple sources. 8.2 Follow a standard format for citations. <u>Sample Content Learning Objectives</u> <i>This objective should be embedded in 9-10.WHST.7.</i>	The standard format for citations can be <i>MLA</i> , <i>APA</i> , <i>Chicago</i> , or <i>Turabian</i> .
9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.	9.0 Draw evidence from information texts to support analysis, reflection, and research. <u>Sample Content Learning Objectives</u> <i>This objective should be embedded in 9-10.WHST.7.</i>	Refer to CCSS Appendix A (p. 43) for a definition of <i>evidence</i> . All work created should cite evidence from the text. <i>Analysis</i> means to break the topic into parts or elements. <i>Reflection</i> means a person’s thoughts about the topic. <i>Research</i> means other people’s thoughts about the topic.

Standard	Literacy Objective	Teaching Tips
<p>9-10.WHST.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.</p>	<p>10.1 Write routinely over extended time frames. 10.2 Write routinely over shorter time frames.</p> <p><u>Sample Content Learning Objectives</u> <i>This objective should be embedded in other standards.</i></p>	

Types of Vocabulary

(Across Grades)

DataWORKS		<p>Academic Vocabulary</p> <ul style="list-style-type: none"> - used across all disciplines <i>(Often not taught in Textbooks)</i> <p><u>Examples:</u> <i>distinguish, corresponds, combine, separate, analysis, symbolic</i></p>	<p>Content Vocabulary</p> <ul style="list-style-type: none"> - content specific <i>(Taught during Concept Development in EDI Lessons)</i> <p><u>Examples:</u> <i>main idea, thesis statement, figurative language. denominator, linear equation, addition, ratios, perimeter Civil War, separation of powers, legislative branch. mitosis, cell wall, photosynthesis, Solar System</i></p>	<p>Support Vocabulary</p> <ul style="list-style-type: none"> - in specific textbooks and worksheets; may be challenging for EL students <i>(Often over-emphasized in Textbooks)</i> <p><u>Examples:</u> <i>halibut, hammock, port, starboard</i></p>
	Common Core	<p>Tier One words (everyday speech)</p> <p>Beginning ELD</p>	<p>Tier Two words (general academic words)</p> <p><u>Examples in Informational text:</u> <i>relative, vary, formulate, specificity, accumulate</i></p> <p><u>Examples in Technical text:</u> <i>calibrate, itemize, periphery</i></p> <p><u>Examples in Literary text:</u> <i>misfortune, dignified, faltered, unabashedly</i></p>	<p>Tier Three words (domain-specific words)</p> <p><u>Examples:</u> <i>lava, legislature, circumference, aorta</i></p>

Reading Success

Readers can read effectively when they can understand at least 95% of the words they read. Knowing only the most common 2000 words, studies show that readers should be able to comprehend about 80% of an average academic text. Adding in a list of 570 Academic and Content Vocabulary* words brings that total up to 90% comprehension (Nation & Waring, 1997). The remaining unknown words in academic text will largely be Content and Support Vocabulary and should be learned within the context of lessons throughout the school year.

Words Known	Comprehension
Most common 2000 words	80%
Plus 570 Academic Vocabulary Words	90%
Plus Remaining Content and Support Vocabulary	95-100%

* DataWORKS has taken the list of 570 words and further categorized them as Academic or Content based on their potential use. For example *area* is an academic vocabulary word when referring to area of study; however, *area* is a content vocabulary word when referring to the space of a two-dimensional figure.

To compile this vocabulary list, DataWORKS has analyzed the text of the Common Core State Standards and extracted the **most important Academic** vocabulary. These vocabulary lists:

- Should be used when designing Common Core lessons.
- Feature grade-appropriate definitions.
- Note the frequency of each word within the standards (in parentheses after the word if the word is used more than once).

Example

connection (2) – link, relationship

vocabulary from the standards ↑ frequency of word within the standards ↑ grade-appropriate definition ↑

In addition, the DataWORKS Word Lists (by grade level) can be found at www.dataworks-ed.com/resources.

A

- accurate** (2) – doing something correctly
- aiding** – helping
- alternate** – one of several options to be chosen
- analysis** (6) – a statement about the elements of something and how those elements are related
- analyze** (4) – look at carefully to identify the elements of something and how those elements are related
- anticipates** – to foresee and provide for beforehand
- approach** – come closer or toward
- appropriate** (5) – correct or relevant
- articulating** – express or say clearly
- aspects** – particular parts or features of something
- assess** (3) – figure out the importance or value of something
- author** (5) – a person who writes
- authoritative** – having or coming from a source with authority

B

- broaden** – make wider

C

- capacity** – the ability to do something
- chart** (2) – a list or table giving information; a diagram

- citation** – a note that identifies where evidence or information came from
- cite** (2) – identify where evidence came from
- clarify** (2) – explain or make clear
- clauses** – parts of a sentence
- coherent** – understandable
- cohesion** (2) – having all parts working together
- complex** (2) – complicated
- complexity** – how complicated something is
- comprehension** – understanding
- concept** (4) – idea
- concluding** (2) – making an ending statement; making a summary of ideas presented
- conclusions** – an ending statement; an idea made after reading something
- concrete** – real, not abstract; able to be experienced with the five senses
- conduct** – do or complete
- context** (2) – what is around a word, phrase, sentence, or event
- contradict** – be opposed or contrary to what someone else has said or written
- contrast** (2) – tell what is different about two things
- conventions** (2) – the normal rules for something
- convey** – communicate or make known
- counterclaims** (3) – an opposing claim
- create** (3) – make

D

- data** (2) – information about something
- define** (2) – say what a word or phrase means
- definitions** – what a word or phrase means
- demonstrating** – showing how something is done or what it is
- depiction** – how something is portrayed or described
- digital** (2) – on the computer
- display** – show
- distinctions** – pointing out a difference
- dynamically** – marked by continuous, usually productive, activity or change

E

- economic** – related to the production, distribution, and consumption of goods and services
- editing** – fixing errors in a piece or writing
- emphasize** (2) – stress as being important or to make it stand out
- energy** – usable power
- equation** – numbers connected by operations and an equal sign
- establish** (3) – create; make a good foundation to start from
- evidence** (8) – facts that prove or disprove something; proof
- expertise** – the skill of an expert

F

- features** – parts
- flexibly** – able to use many different strategies
- focus** (2) – concentrate on
- formal style** (2) – writing that follows all the rules; for a formal or official purpose
- format** (2) – the organization of text, includes **bolding**, *italicizing*, underlining, headings, titles, etc.
- friction** – the rubbing of one thing against another

G

- generated** – created
- graphics** – pictures or diagrams

H

- headings** – the label at the top or beginning of a passage, letter, chapter, etc.

I

- implications** – what is implied by something
- individual** – single; separate person
- informational** – giving information about a topic
- informative** – giving information about a topic
- integrate** (2) – bring into a larger whole
- Internet** – the system that connects computers all over the world
- investigation** – study or examine closely

Academic Vocabulary – Grades 9-10 Literacy

(from the Common Core Standards)



key points – important points



link (3) – connection



maintain (3) – continue doing something

major (2) – important

mathematically – related to mathematics

multimedia – made from more than one kind of communication medium (i.e., having sound, video, and text)

multistep – having many steps



narration – the process of telling a story or other series of events

norms (2) – normal or standard way of doing something



objective (2) – not letting your feelings change how you report on something

objective tone (2) – a tone that deals only with facts without letting feelings interfere



phenomenon – an observable fact or event

phrases (3) – groups of words

plagiarism – stealing and copying the ideas or words of someone else and claiming it as your own

preceded – coming before

precise (3) – exact

precisely (2) – exactly

primary (3) – most important

primary source (3) – a document that is from the subject studied (e.g., the Declaration of Independence, personal letters from soldiers, official documents from the time, etc.)

procedure (3) – a particular way of doing something

process (2) – a method for doing things

projects – assignments or other work to do

publish – print or share text; make something public



qualitative – involving quality

quantitative (2) – in a way that can be measured

quotations – what someone says in a text

R

range – variety; the distance between two places, objects, or ideas

reaction – a response

relevant (3) – important and appropriate

research (4) – finding information on a subject

revising – rewriting to improve

revision – a new version that has been rewritten

rewriting – writing again

routinely – doing something often

S

secondary source (3) – a document that is written about a historical event or figure (e.g., an analysis of the Declaration of Independence, an analysis of personal letters from soldiers, a description of government procedures from a time period); these are often based on primary sources

section (4) – a part of something

seeks – tries or looks for

selectively – chosen carefully

series – a set of words, objects, or ideas

significant (2) – important

similar – like another

source (7) – where information comes from

specific (7) – a certain kind

strengths – quality of being effective

structure (3) – how something is put together

style (4) – a way of expressing oneself in writing

sufficient – enough

summary (2) – a short statement of the main points of a text or presentation

sustained – keep going over a period of time

symbols – something that stands for something else; particularly a real object that stands for something that cannot be pictured (e.g., the lion is a symbol of courage, the heart is a symbol for love, etc.)

synthesize – combine

T

task (3) – job

technical (7) – related to a particular technique, especially a practical subject organized on scientific principles

technology (2) – computers and computer programs

text (20) – writing

textual (2) – in or from writing

tone (2) – the style or other way that something is written; in writing, how the author feels about a subject

topic (8) – what a piece of writing is about

trace – follow and understand

transitions – changing from one thing to another; a word or phrase



update – bring up to date



varied – different kinds

visual (2) – able to be seen

vocabulary (2) – words used

Content-Based Writing Checklist

History Grades 9-12

Expression of History Knowledge	Argument
<p>Meets Expectations of Assignment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content is appropriate for purpose <ul style="list-style-type: none"> <input type="checkbox"/> a. States an argument/claim/opinion on historical topic <input type="checkbox"/> b. Brings in relevant historical facts, events, and concepts <input type="checkbox"/> c. Supports a position with textual evidence <input type="checkbox"/> d. Uses logical organization (progression) of ideas <input type="checkbox"/> Uses appropriate sources <ul style="list-style-type: none"> <input type="checkbox"/> a. Cites primary and secondary sources <input type="checkbox"/> b. Compares and weighs evidence <input type="checkbox"/> c. Quotes and paraphrases sources without plagiarizing <input type="checkbox"/> Provides a conclusion <ul style="list-style-type: none"> <input type="checkbox"/> a. Summarizes and emphasizes main points of argument 	<p>Structure Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces claims <ul style="list-style-type: none"> <input type="checkbox"/> a. Distinguishes claim from opposing claim <input type="checkbox"/> Organizes the reasons and evidence <ul style="list-style-type: none"> <input type="checkbox"/> a. Uses structure to support the writer's purpose (letter format, essay, speech) <input type="checkbox"/> Supports claims <ul style="list-style-type: none"> <input type="checkbox"/> a. Uses logical reasoning <input type="checkbox"/> b. Uses relevant evidence <input type="checkbox"/> c. Uses accurate credible sources <input type="checkbox"/> Uses appropriate transitions <ul style="list-style-type: none"> <input type="checkbox"/> a. Clarifies the relationships among claims, and evidence <p>Grade-Appropriate Conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spells correctly <ul style="list-style-type: none"> <input type="checkbox"/> a. Domain-specific vocabulary <input type="checkbox"/> b. Grade-appropriate vocabulary <input type="checkbox"/> Uses proper style <ul style="list-style-type: none"> <input type="checkbox"/> a. Maintains consistent formal style and objective tone <input type="checkbox"/> b. Expresses ideas concisely and precisely <input type="checkbox"/> Grammar and punctuations
<p>Comments:</p>	

Content-Based Writing Checklist

History Grades 9-12

Expression of History Knowledge	Informative/Explanatory
<p>Meets Expectations of Assignment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content is appropriate for purpose <ul style="list-style-type: none"> <input type="checkbox"/> a. Analyzes origins and significance of historical events <input type="checkbox"/> b. Brings in relevant historical facts, events, and concepts <input type="checkbox"/> c. Demonstrates understanding of the task <input type="checkbox"/> Uses appropriate sources <ul style="list-style-type: none"> <input type="checkbox"/> a. Cites primary and secondary sources <input type="checkbox"/> b. Compares and weighs evidence <input type="checkbox"/> c. Quotes and paraphrases sources without plagiarizing <input type="checkbox"/> Provides a conclusion <ul style="list-style-type: none"> <input type="checkbox"/> a. Summarizes and supports the information explained 	<p>Structure Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic <input type="checkbox"/> Organization <ul style="list-style-type: none"> <input type="checkbox"/> a. Organizes information using strategies such as definition, comparison/ contrast, and cause/effect <input type="checkbox"/> b. Uses graphics and/or multimedia to aid in comprehension <input type="checkbox"/> Develops the topic <ul style="list-style-type: none"> <input type="checkbox"/> a. Collects and presents specific, relevant, and accurate evidence. <input type="checkbox"/> b. Uses multiple sources to gather information (examples and quotations) <input type="checkbox"/> Uses appropriate transitions <ul style="list-style-type: none"> <input type="checkbox"/> a. Clarifies the relationships among ideas and concepts <p>Grade-Appropriate Conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spells correctly <ul style="list-style-type: none"> <input type="checkbox"/> a. Domain-specific vocabulary <input type="checkbox"/> b. Grade-appropriate vocabulary <input type="checkbox"/> Uses proper style <ul style="list-style-type: none"> <input type="checkbox"/> a. Maintains consistent formal style and objective tone <input type="checkbox"/> b. Expresses ideas concisely and precisely <input type="checkbox"/> c. Adheres to appropriate style manual (<i>Turabian or MLA</i>) <input type="checkbox"/> Grammar and punctuation
<p>Comments:</p>	

Content-Based Writing Checklist

Science and Technical Grades 9-12

Expression of Science Knowledge	Argument
<p>Meets Expectations of Assignment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content is appropriate for purpose <ul style="list-style-type: none"> <input type="checkbox"/> a. States an argument/claim/opinion on scientific topic <input type="checkbox"/> b. Brings in relevant scientific terms, facts, and/or principles <input type="checkbox"/> c. Discusses results and significance of scientific topic <input type="checkbox"/> d. Uses logical organization (progression) of ideas <input type="checkbox"/> Uses appropriate sources <ul style="list-style-type: none"> <input type="checkbox"/> a. Presents data effectively (charts, tables, etc.) <input type="checkbox"/> b. Compares and weighs evidence <input type="checkbox"/> c. Quotes and paraphrases sources without plagiarizing <input type="checkbox"/> Provides a conclusion <ul style="list-style-type: none"> <input type="checkbox"/> a. Summarizes and emphasizes main points of argument 	<p>Structure Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces claims <ul style="list-style-type: none"> <input type="checkbox"/> a. Distinguishes claim from opposing claim <input type="checkbox"/> Organizes the reasons and evidence <ul style="list-style-type: none"> <input type="checkbox"/> a. Uses structure to support the writer's purpose (letter format, presentation) <input type="checkbox"/> Supports claims <ul style="list-style-type: none"> <input type="checkbox"/> a. Uses logical reasoning <input type="checkbox"/> b. Uses relevant evidence <input type="checkbox"/> c. Uses accurate credible sources <input type="checkbox"/> Uses appropriate transitions <ul style="list-style-type: none"> <input type="checkbox"/> a. Clarifies the relationships among claims, and evidence <p>Grade-Appropriate Conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spells correctly <ul style="list-style-type: none"> <input type="checkbox"/> a. Domain-specific vocabulary <input type="checkbox"/> b. Grade-appropriate vocabulary <input type="checkbox"/> Uses proper style <ul style="list-style-type: none"> <input type="checkbox"/> a. Maintains consistent formal style and objective tone <input type="checkbox"/> b. Expresses ideas concisely and precisely <input type="checkbox"/> Grammar and punctuation
<p>Comments:</p>	

Content-Based Writing Checklist

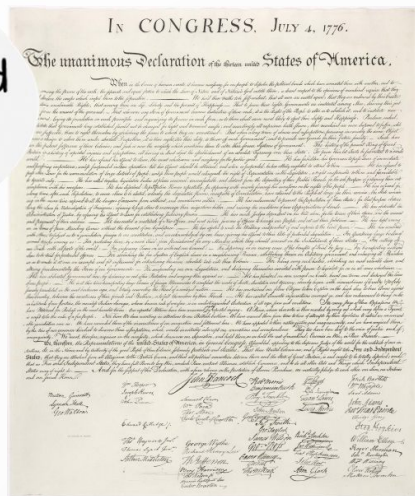
Science and Technical Grades 9-12

Expression of Science Knowledge	Informative/Explanatory
<p>Meets Expectations of Assignment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content is appropriate for purpose <ul style="list-style-type: none"> <input type="checkbox"/> a. Examines research using scientific principles <input type="checkbox"/> b. Brings in relevant scientific facts, concepts, and principles <input type="checkbox"/> c. Demonstrates understanding of the task <input type="checkbox"/> Uses appropriate sources <ul style="list-style-type: none"> <input type="checkbox"/> a. Provides variety of sources for support <input type="checkbox"/> b. Compares and weighs evidence <input type="checkbox"/> c. Quotes and paraphrases sources without plagiarizing <input type="checkbox"/> Provides a conclusion <ul style="list-style-type: none"> <input type="checkbox"/> a. Summarizes and supports the information explained 	<p>Structure Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic <input type="checkbox"/> Organization <ul style="list-style-type: none"> <input type="checkbox"/> a. Organizes information using type of text structure such as description, problem/solution, and cause/effect <input type="checkbox"/> b. Uses graphics and/or multimedia to aid in comprehension <input type="checkbox"/> Develops the topic <ul style="list-style-type: none"> <input type="checkbox"/> a. Collects and presents specific, relevant, and accurate evidence. <input type="checkbox"/> b. Uses multiple sources to gather information (examples and quotations) <input type="checkbox"/> Uses appropriate transitions <ul style="list-style-type: none"> <input type="checkbox"/> a. Clarifies the relationships among ideas and concepts <p>Grade-Appropriate Conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spells correctly <ul style="list-style-type: none"> <input type="checkbox"/> a. Domain-specific vocabulary <input type="checkbox"/> b. Grade-appropriate vocabulary <input type="checkbox"/> Uses proper style <ul style="list-style-type: none"> <input type="checkbox"/> a. Maintains consistent formal style and objective tone <input type="checkbox"/> b. Expresses ideas concisely and precisely <input type="checkbox"/> c. Adheres to appropriate style manual (<i>APA or MLA</i>) <input type="checkbox"/> Grammar and punctuation
<p>Comments:</p>	

Primary Sources

Written with first-hand knowledge of the people and events; includes letters, essays, autobiographies, and government documents

He was there and wrote about it.

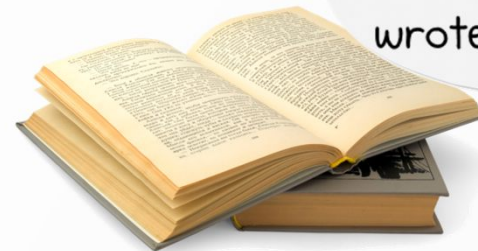


“The Declaration of Independence”
by Thomas Jefferson (1776)

Secondary Sources

Written without first-hand knowledge of the people and events; written using the information from primary sources

He studied it 200 years later and wrote about it.



The American Revolution
by Alden Carter (1993)

Common Core READY TO TEACH™ Lessons

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*Explicit Direct Instruction® (EDI®), is a strategic collection of research-based, instructional practices combined to help teachers design and deliver well-crafted lessons that explicitly teach grade-level content and increase language acquisition for all students.

PAGE AT-A-GLANCE:

Common Core Learning Objective & Common Core READY TO TEACH EDI Lesson Page

All interactive, multi-media lessons (K-12) feature:

- Rigorous, grade-level expository text and 2-7 new academic vocabulary words defined
- Emphasis on deep conceptual understanding with optional scaffolding for differentiation
- Opportunities to use evidentiary arguments and/or multiple representations when solving problems

Craft and Structure

Standard	Learning Objective	Teaching Tips
4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5.1 Describe chronological structure of text. 5.2 Describe comparison structure of text. 5.3 Describe cause and effect structure of text.	Use <i>clue words</i> to help describe the text. Cause/effect: so, because, results in

Skill Development/Guided Practice

Cause-and-effect text structure tells when one event makes something else happen.

- A **cause** is a reason **why something happens**.
- An **effect** is **what happens** as a result.

Answering ELA Questions

- 1 Determine what the question or prompt is asking.
- 2 Determine the ELA concept required.
- 3 Read the text to determine relevant information.
- 4 Answer the question.
- 5 Re-read the directions to determine if you answered all parts of the question.

CFU

- 1 How did I/you determine what the question or prompt is asking?
- 2 How did I/you determine the ELA concept required?
- 3 How did I/you determine the relevant information?
- 4 How did I/you answer the question?
- 5 How did I/you determine if all parts of the question have been answered?

The Gold Rush

1. In 1848 an event in Coloma, California changed the state forever. 2. In the waterwheel of a lumber mill owned by John Sutter, a shiny piece of metal was found. 3. It was gold! 4. News of the discovery spread across the young country rapidly. 5. As a result, the population in California boomed. 6. People moved from all across America, hoping to make a similar discovery.

62 words

Cause & Effect Clue Words

because, since, as a result of, for this reason
so, this led to, thus, consequently, therefore



Vocabulary

⁴ increased quickly

Building Knowledge
Clear Conceptual Definitions

Higher-Order Questions

Writing from Sources

Balancing Informational
& Literary Texts

Text-based Answers

Academic Vocabulary

Free Downloads and Purchase Information

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About DataWORKS Educational Research

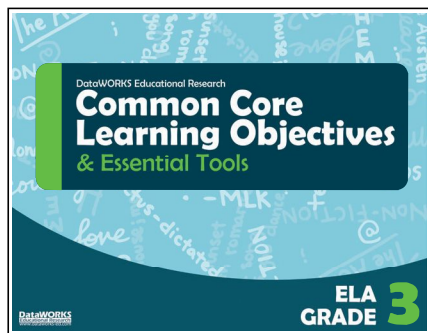
DataWORKS offers a variety of Common Core professional development training along with products and services including Explicit Direct Instruction, English Learner Workshops, lesson demonstrations in live classrooms, interactive coaching, lesson design training, as well as parental involvement, after-school and summer acceleration programs (StepUP Academies). Implementation support is available for educators, administrators and parents.

Contact DataWORKS Client Relations Department for more information:
info@dataworks-ed.com **(800) 495-1550**

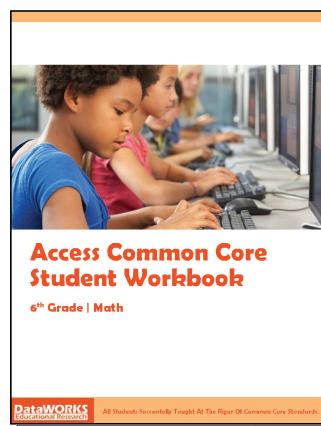
John Hollingsworth and Dr. Silvia Ybarra co-founded DataWORKS with the single purpose of using real data to improve student learning, especially for English Language Learners and other low-performing students. Now, DataWORKS focuses on GIFT–Great Initial First Teaching—so students learn more grade-level skills and content the first time a lesson is taught. Analyzing test scores does not help improve student achievement; delivering great, grade-level lessons ... every lesson, every day ... helps improve student achievement.

John and Silvia are co-authors of three educational bestsellers: *Explicit Direct Instruction for English Learners* (Corwin, 2013), *Explicit Direct Instruction: The Power of the Well-Crafted, Well-Delivered Lesson* (Corwin, 2009) and *Multiple Measures: Accurate Ways to Assess Student Achievement* (Corwin, 2000) co-authored along with Joan Ardivino.

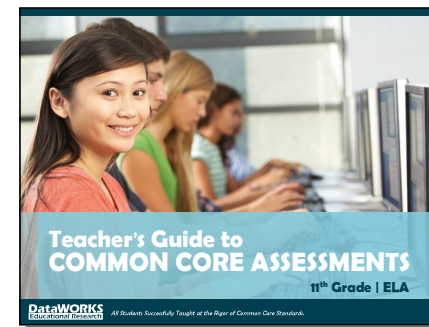
Other Teacher Resources offered by DataWORKS:



- K – 12 ELA
- K - 8 Math
- Algebra, Algebra II, Geometry
- 6-12 Literacy Objectives



Math and ELA Workbooks
3 Volumes each for Math and ELA for grades 3-8 and 11
(42 total Volumes)



Math and ELA Guides for grades 3-8 and 11 (14 total guides)

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Chronos
HAMLET
HAPPINESS
MONEY
COURAGE
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ROMANCE
SUNSET
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AUSTEN
@

Money cannot buy happiness.

GRADES 9-10