

Grades 9–10 Reading Standards

Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

Key Ideas and Details

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

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

For example, students compose an essay for their humanities class on deTocqueville’s observations of life in America in the 1830s, and argue whether or not his claims about America are still relevant in the twenty-first century. They support their argument with examples drawn from economic, political, and social aspects of modern life. (RCA-H.9–10.1, RCA-H.9–10.8, WCA.9–10.1).

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

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. (See [more on qualitative and quantitative dimensions of text complexity](#).)

Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
2. Determine the central ideas or conclusions of a text; trace a text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
3. Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

For example, students in a carpentry class learn the procedure for framing a shed. Their reading includes an illustrated manual for relevant technical terms, such as framing square, sill, joist, beam, column, header, as well as manuals on power tool safety and building codes. Their final project

consists of a scale model mockup of the built structure and a written multi-step procedure plan for building it. (RCA-ST.9–10.3, RCA-ST.9–10.4, WCA.9–10.2, WCA.9–10.3)

Craft and Structure

4. Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
6. Analyze an 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.

Integration of Knowledge and Ideas

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.
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.
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.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. (See [more on qualitative and quantitative dimensions of text complexity](#).)

For example, students in a culinary arts class read about food safety, sanitation, and the uses of chemicals in institutional and restaurant food service kitchens. They read technical manuals on hazard analysis and safety data sheets to develop guidelines for procedures to support safety in food handling. (RCA-ST.9–10.10, WCA.9–10.2, WCA.9–10.3, WCA.9–10.10)

Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]

The standards below begin at grade 6; standards for pre-K–5 writing in history/social studies, science, mathematics, and technical subjects are integrated into the pre-K–5 Writing Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.
 - b. Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses with precision 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/critiques.

- d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) 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.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See the [grades 6–12 resource section for literacy in the content areas in this Framework](#) or the *Massachusetts Curriculum Framework for Mathematics*.

- 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 text features (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, concepts, or procedures.
 - 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.
 - e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) 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).
- 3. (See note; not applicable as a separate requirement.)²⁵

Production and Distribution of Writing

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

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See the [grades 6–12 resource section for literacy in the content areas in this Framework](#) or the *Massachusetts Curriculum Framework for Mathematics*.

- 6. Use technology, including current web-based communication platforms, 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.

²⁵ 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, mathematics, and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations, analyses, or technical work that others can replicate them and (possibly) reach the same results. In addition, career/vocational courses may involve more specific forms of narrative composition: scripts and storyboards in filmmaking, timelines and interview write-ups in journalism, instructions for a tool’s assembly or safe use in carpentry, and more.

Research to Build and Present Knowledge

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.
8. When conducting research, 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.
9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

Range of Writing

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.

Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

The standards below begin at grade 6; standards for pre-K–5 speaking and listening are integrated into the pre-K–5 Speaking and Listening Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *discipline-specific topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See the [grades 6–12 resource section for literacy in the content areas in this Framework](#) or the *Massachusetts Curriculum Framework for Mathematics*.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

For example, students encounter the following word problem:

A math teacher gives her student his score on the last test. She provides him with an expression that has a value equal to the number of points he scored on the test.

$$9 + 8 [4 + 2(3 - 5)^2] - 3 \cdot 4$$

Gerard estimates that he scored 90 points on the test. The expression below represents the actual number of points he scored on the test. What is the difference between Gerard's estimate and the actual number of points he scored on the test? Explain how you got your answer. (SLCA.9–10.1, SLCA.9–10.2)

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

6. Attend to precision.

See the [grades 6–12 resource section for literacy in the content areas in this Framework](#) or the *Massachusetts Curriculum Framework for Mathematics*.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.

For example, students in a high school geometry class develop their understanding of congruence, transformation, and visual design in order to answer the essential question, "How can a shape change yet remain the same?" They learn how context determines the meaning of a word as they learn the precise mathematical meanings of the words transformation, translation, reflection, and rotation. Students create an original fabric design that uses transformations of shapes; in addition to producing the design itself, students write a report to explain why their design is based on transformation and congruence and give instructions on how to reproduce the design. Their culminating project is an oral and visual presentation of the project. (WCA.9–10.1, WCA.9–10.2, SLCA.9–10.4)

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

6. Attend to precision.

See the [grades 6–12 resource section for literacy in the content areas in this Framework](#) or the *Massachusetts Curriculum Framework for Mathematics*.

5. Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

For example, students modify their report on a science project, originally designed to be presented to parents and a panel of adult experts, for presentation to a class of third graders. (WCA.9–10.2, SLCA.9–10.6)

Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

For example, in an interdisciplinary science unit on ocean systems, students read and view resources from the National Oceanic and Atmospheric Administration (NOAA) and the Public Broadcasting System (PBS). Following an introduction to the Gulf of Maine, students explore the 1) physical/chemical features of the Gulf of Maine and how they affect marine species, 2) the Gulf of Maine marine ecosystem and the interconnectedness of its components, and 3) human impacts on the ocean system. Students grapple with real-world problems currently facing New England’s marine resources, such as cod overfishing, habitat reduction due to invasive fishing methods, and reductions in key species due to bycatch, and make a presentation to a community group on sustainable seafood in New England. (RCA-ST.11–12.1, WCA.11–12.1, SLCA.11–12.4)

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

4. Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
5. Analyze how a text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. (See [more on qualitative and quantitative dimensions of text complexity](#).)

Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]

The standards below begin at grade 6; standards for pre-K–5 writing in history/social studies, science, mathematics, and technical subjects are integrated into the pre-K–5 Writing Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims/critiques, reasons, and evidence.
 - b. Develop claim(s) and counterclaims/critiques fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses with precision as well as varied syntax 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/critiques.
 - d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) 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.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See the [grades 6–12 resource section for literacy in the content areas in this Framework](#) or the *Massachusetts Curriculum Framework for Mathematics*.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant 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 complex ideas, concepts, or procedures.
 - d. Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) 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 provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement.)²⁶

²⁶ 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, mathematics, and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations, analyses, or technical work that others can replicate them and (possibly) reach the same results. In addition, career/vocational courses may involve more specific forms of narrative composition: scripts and storyboards in filmmaking, timelines and interview write-ups in journalism, instructions for a tool’s assembly or safe use in carpentry, and more.

Production and Distribution of Writing

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

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See the [grades 6–12 resource section for literacy in the content areas in this Framework](#) or the *Massachusetts Curriculum Framework for Mathematics*.

6. Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

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.

For example, in a fourth-year mathematics unit on financial literacy, students build on their learning from Algebra I and Algebra II. They take on the role of a financial planner to make recommendations for three hypothetical clients, each of whom has different financial goals. Students keep math journals throughout the project to record their understanding of inverse functions and their reasoning about the exponential growth of investments. Their final reports are scored on the accuracy and completeness of their graphical representations, the accuracy of the algebraic evidence they present, the strength of their reasoning, the precision of their language and their overall verbal and mathematical communications skills. (WCA.11–12.1, WCA.11–12.7)

8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)

Range of Writing

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.

Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

The standards below begin at grade 6; standards for pre-K–5 speaking and listening are integrated into the pre-K–5 Speaking and Listening Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *discipline-specific topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions and critiques when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See the [grades 6–12 resource section for literacy in the content areas in this Framework](#) or the *Massachusetts Curriculum Framework for Mathematics*.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

6. Attend to precision.

See the [grades 6–12 resource section for literacy in the content areas in this Framework](#) or the *Massachusetts Curriculum Framework for Mathematics*.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

For example, as students in a civics class watch a televised debate among candidates for political office, they use a professional evaluation form, such as the guidelines developed by the National Issues Forum, to evaluate the effectiveness of candidates’ responses to questions.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

6. Attend to precision.

See the [grades 6–12 resource section for literacy in the content areas in this Framework](#) or the *Massachusetts Curriculum Framework for Mathematics*.

5. Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.

For example, students studying digital video production create a script for a short documentary video, a storyboard with pictorial indications of camera angles, and a digital project file for the production that includes footage, audio, titles, and credits. They present their video to an audience and answer questions about the content of the view and the process of their work. (RCA-ST.11–12.4, WCA.11–12.4, SLCA.11–12.5)

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.