

[Submit comments on the draft NYS Grades 9-10 Literacy Standards](#)

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
<b>READING IN HISTORY/SOCIAL STUDIES</b>	<b>Key Ideas and Details</b>	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.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date, origin, author(s), etc.	Changed to clarify (to indicate breadth of features that define a piece).
		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.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text	Change for clarification: "course of a text" implies a piece of writing, however a text may be an image or series of images, charts, etc.
		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.	No change	
	<b>Craft and Structure</b>	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.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.	Changed to maintain consistency with social studies standards.
		9-10.RH.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).	Changed to clarify language.
		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.	No change	

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<b>READING IN HISTORY/SOCIAL STUDIES</b>	<b>Integration of Knowledge and Ideas</b>	9-10.RH.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Changed for consistency across grade bands.
		9-10.RH.8	Assess the extent to which the reasoning and evidence in a text support the author’s claims.	Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Changed for consistency across grade bands.
		9-10.RH.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	No change	
	<b>Range of Reading and Level of Text Complexity</b>	9-10.RH.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.	No change	
<b>READING IN SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Key Ideas and Details</b>	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.	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source.	Changed to include breadth of features in scientific domain.
		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	Determine the key ideas or conclusions of a source; trace the source’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.	Changed language to align to science standards ("central" to "key" etc.).

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			of the text.		
<b>READING IN SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Key Ideas and Details</b>	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.	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.	Changed to align with anchor standard.
	<b>Craft and Structure</b>	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 grades 9–10 texts and topics.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).	Changed to make more precise and domain specific.
		9-10.RST.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.	Changed to clarify language and align scientific and technical expectations.
		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.	Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.	Changed to align with the way science information is presented and address developmental concern.

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<b>READING IN SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Integration of Knowledge and Ideas</b>	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.	Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.	Changed language to clarify expectations.
		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.	Assess the extent to which the reasoning and evidence in a source support the author’s claim or a recommendation for solving a scientific or technical problem.	Changed to be more inclusive.
		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.	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	Changed language for clarity.
	<b>Range of Reading and Level of Text Complexity</b>	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.	No change.	

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<b>WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Text Types and Purposes</b>	9-10.WHST.1	Write arguments focused on discipline-specific content.	No change.	
		9-10.WHST.1a	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.	No change	
		9-10.WHST.1b	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.	Develop claim(s) and counterclaims objectively, 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.	Changed to clarify and use terms more appropriate to discipline.
		9-10.WHST.1c	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.	No change.	

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<b>WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Text Types and Purposes</b>	9-10.WHST.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.	Changed to be more to be more representative of the disciplines.
		9-10.WHST.1e	Provide a concluding statement or section that follows from or supports the argument presented.	No change.	
		9-10.WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory text focused on discipline-specific content.	Changed to remove examples (too limiting) and be more consistent with WHST.1
		9-10.WHST.2a	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.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.	Changed to move reference to formatting to section "e".

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<b>WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Text Types and Purposes</b>	9-10.WHST.2b	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.	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience’s knowledge of the topic.	Changed to clarify language (replaced "quotations" with "citations").
		9-10.WHST.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	Changed to be consistent across grade levels (added "appropriate").
		9-10.WHST.2d	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.	Use precise language and domain-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.	Changed to clarify the language and reduce ambiguity of current standard.
		9-10.WHST.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.	Changed to be more representative of the disciplines and to clarify and differentiate between content areas.

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<b>WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Text Types and Purposes</b>	9-10.WHST.2f	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).	Provide an evaluative concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Changed language to clarify; added "evaluative" to increase the depth of practice from grades 6-8 and to justify the example "(e.g., articulating implications or the significance of the topic).
		9-10.WHST.3	(See note; not applicable as a separate requirement) 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.	Write narratives to develop real or imagined experiences or events appropriate to discipline-specific norms, conventions, and tasks.	Added new expectation; standard was not included in previous section.
	<b>Production and Distribution of Writing</b>	9-10.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent discipline-specific writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Changed language to clarify; added "discipline specific" to acknowledge HST.

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<b>WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Production and Distribution of Writing</b>	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.	Develop and strengthen writing by planning, editing (eg. adult and peer review), revising, rewriting, and/or using a different approach.	Changed to clarify language and purpose; eliminated "purpose and audience" as addressed in earlier WHST standards.
		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.	Select and use technology, including the Internet, to produce, publish, and update individual and/or shared multimedia writing products and to demonstrate digital citizenship when interacting with others.	Changed for better alignment to 6-8 grade band and anchor standard.
	<b>Research to Build and Present Knowledge</b>	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.	No change.	

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<b>WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS</b>	<b>Research to Build and Present Knowledge</b>	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.	No change.	
		9-10.WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.	No change.	
	<b>Range of Writing</b>	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.	No change.	