Indiana Academic Standards
English Language Arts: Grades 9-10

Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school-level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. The Indiana Department of Education (IDOE) acknowledges the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

English Language Arts: Grades 9-10

Reading

Guiding Principle: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

Reading: *Literature*	
There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.	
Learning Outcome	
9-10.RL.1	Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.
Key Ideas and Textual Support	
9-10.RL.2.1	Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.
9-10.RL.2.2	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details.

9-10.RL.2.3	Analyze how dynamic characters *(e.g., those with multiple or conflicting motivations)* develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
9-10.RL.2.4	Students are expected to build upon and continue applying concepts learned previously. Grade of mastery: 2 *Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why" and be able to utilize and continue the skills.*

Structural Elements and Organization

9-10.RL.3.1	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it *(e.g., parallel episodes)* and manipulate time *(e.g., pacing, flashbacks)* contribute to the overall meaning and effect of a work.
9-10.RL.3.2	Analyze how the author creates such effects as suspense or humor through differences in the perspective of the characters and the reader *(e.g., created through the use of dramatic irony).*

Synthesis and Connection of Ideas

9-10.RL.4.1	Evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script.
9-10.RL.4.2	Analyze and evaluate how works of literary or cultural significance draw on and use allusions, archetypes, symbols and allegories from myths, traditional stories, or religious works, including how the material is rendered new.

Reading: *Nonfiction*
There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome	
9-10.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.

Key Ideas and Textual Support	
9-10.RN.2.1	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.
9-10.RN.2.2	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
9-10.RN.2.3	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.

Structural Elements and Organization	
9-10.RN.3.1	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 5 *Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.*

9-10.RN.3.2	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
9-10.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
Synthesis and Connection of Ideas	
9-10.RN.4.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9-10.RN.4.2	Analyze various accounts of a subject told in different mediums examining the differences among the various accounts.
9-10.RN.4.3	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.

Reading: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

9-10.RV.1	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
9-10.RV.2.2	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 7 *Use the relationship between particular words to better understand each of the words.* *(e.g. synonym/antonym, analogy)*
9-10.RV.2.3	Analyze nuances in the meaning of words with similar denotations.
9-10.RV.2.4	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech *(e.g., analyze, analysis, analytical; advocate, advocacy)*.
9-10.RV.2.5	Select appropriate general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

Vocabulary in Literature and Nonfiction Texts	
9-10.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
9-10.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
9-10.RV.3.3	Interpret figures of speech in context and analyze their role in the text.

DEPARTMENT OF EDUCATION

Working Together for Student Success

Writing

Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Writing	
There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
Learning Outcome	
9-10.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
Handwriting	
9-10.W.2	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 4 *Write legibly in print or cursive, forming letters and words that can be read by others.*
Writing Genres: Argumentative, Informative, and Narrative	
9-10.W.3.1	Write **arguments** in a variety of forms that: ● Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

	• Use rhetorical strategies to enhance the effectiveness of the claim • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • Use effective transitions 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. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented.
9-10.W.3.2	Write **informative** compositions on a variety of topics that– • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions • Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to the purpose and audience. • 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)*.
9-10.W.3.3	Write **narrative** compositions in a variety of forms that– • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. • Create a smooth progression of experiences or events. • Use narrative techniques, *(e.g., dialogue, pacing, description, reflection, and multiple plotlines)*,to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases,telling details,and sensory language to convey a vivid picture of the experiences,

	events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced,observed,or resolved over the course of the narrative.

The Writing Process

9-10.W.4	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative. ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach,focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. ● Use technology to generate, 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 *(e.g., use of publishing programs, integration of multimedia)* ● Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

9-10.W.5	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. ● Formulate an inquiry question, and refine and narrow the focus as research evolves. ● Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. ● Assess the usefulness of each source in answering the research question. ● Synthesize and integrate information into the text selectively to maintain the flow of ideas. ● Avoid plagiarism and over reliance on any one source and follow a standard format *(e.g.,MLA, APA)* for citation. ● Present information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

9-10.W.6.1	Demonstrate command of English grammar and usage, focusing on:
	A. Pronouns– Students are expected to build upon and continue applying conventions learned previously.
	    Grade of Mastery:4
	      ● *Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.*
	B. Verbs- Forming and using verbs in the indicative,imperative, interrogative, conditional and subjunctive moods.
	C. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.
	    Grade of Mastery 4:
	      ● *Writing sentences that use the progressive verb tenses.*
	      ● *Recognizing and correcting inappropriate shifts in verb tense.*
	      ● *Using modal auxiliaries (e.g., can, may, must).*
	D. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.
	    Grade of Mastery: 7
	      ● *Recognizing and correcting misplaced and dangling modifiers.*
	E. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.

9-10.W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
	A. Capitalization –Students are expected to build upon and continue applying conventions learned previously.
	    Grade of Mastery: 5
	      ● *Applying correct usage of capitalization in writing.*
	B. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
	C. Spelling –Students are expected to build upon and continue applying conventions learned previously.
	    Grade of Mastery: 5

		● *Applying correct spelling patterns and generalizations in writing.*

Speaking and Listening

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.

Speaking and Listening	
There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
Learning Outcome	
9-10.SL.1	Listen actively and adjust the use of spoken language *(e.g., conventions, style, vocabulary)* to communicate effectively with a variety of audiences and for different purposes.
Discussion and Collaboration	
9-10.SL.2.1	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
9-10.SL.2.2	Examine, analyze, and reflect on ideas under discussion, by providing textual evidence in order to support or refute those ideas.
9-10.SL.2.3	Work with peers to establish norms for collegial discussions and decision-making, set clear goals and deadlines, and individual roles as needed.
9-10.SL.2.4	Expand 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.

9-10.SL.2.5	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.

Comprehension

9-10.SL.3.1	Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.
9-10.SL.3.2	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.

Presentation of Knowledge of Ideas

9-10.SL.4.1	Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.
9-10.SL.4.2	Create engaging presentations that make strategic and creative use of digital media *(e.g., textual, graphical, audio, visual, and interactive elements)* to enhance audience understanding of findings, reasoning, and evidence.
9-10.SL.4.3	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 *Give and follow multi-step directions.*

Media Literacy

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society*

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
9-10.ML.1	Critically analyze information found in a variety of mediums used to persuade, inform, entertain, and transmit culture.
Media Literacy	
9-10.ML.2.1	Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result.
9-10.ML.2.2	Analyze and interpret the changing role of the media in focusing the public's attention on events and informing their opinions on issues.