



Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>READING: <i>Literature</i></b>			
<p><b>9-10.RL.1:</b> 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.</p>		<p><b>RL.10:</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact with texts proficiently and independently at the low end of the range of complexity by the end of grade 9 and at the high end of the range by grade 10.</i></p>
<p><b>9-10.RL.2.1:</b> Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.</p>		<p><b>RL.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>IAS 2014 builds upon the INCC 2010 expectation, requiring students to draw interpretations as well as inferences from the text.</i></p>
<p><b>9-10.RL.2.2:</b> Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.</p>	<p><b>9.3.2:</b> Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.</p> <p><b>9.3.5:</b> Compare works that express a universal theme and provide evidence to support the views expressed in each work.</p> <p><b>10.3.2:</b> Compare and contrast the presentation of a similar theme or topic across genres (different types of</p>	<p><b>RL.2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><i>IAS 2014 shifts the focus from identifying a theme or central idea to analyzing the development of two or more themes or central ideas.</i></p>

	<p>writing) to explain how each genre shapes the author’s presentation of the theme or topic.</p> <p><b>10.3.5:</b> Compare works that express a universal theme and provide evidence to support the views expressed in each work.</p>		
<p><b>9-10.RL.2.3:</b> 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.</p>	<p><b>9.3.3:</b> Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.</p> <p><b>10.3.3:</b> Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.</p> <p><b>9.3.4:</b> Determine characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).</p> <p><b>10.3.4:</b> Analyze characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).</p>	<p><b>RL.3:</b> Analyze how complex 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.</p>	<p><i>IAS 2014 references dynamic characters rather than complex characters.</i></p>
<p><b>9-10.RL.2.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p><b>9-10.RL.3.1:</b> Analyze and evaluate how an author’s choices concerning how to structure a work of literature, order events within it (e.g., <i>parallel episodes</i>), and manipulate time (e.g., <i>pacing, flashbacks</i>) create such effects as mystery, tension, or surprise.</p>	<p><b>9.3.6:</b> Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.</p> <p><b>10.3.6:</b> Evaluate an author’s development of time and sequence,</p>	<p><b>RL.5:</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p><i>IAS 2014 builds upon the INCC 2010 expectation by requiring evaluation of an author’s choices.</i></p>

	including the use of complex literary devices, such as foreshadowing or flashbacks.		
<b>9-10.RL.3.2:</b> Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., <i>created through the use of dramatic irony</i> ).			
<b>9-10.RL.4.1:</b> Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.	<b>10.7.13:</b> Identify the artistic effects of a media presentation and evaluate the techniques used to create them (for example, compare Shakespeare's <i>Henry V</i> with Kenneth Branagh's 1990 film version).	<b>RL.7:</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	<i>IAS 2014 broadens the expectation of INCC 2010 by referencing multiple interpretations.</i>
<b>9-10.RL.4.2:</b> Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	<b>9.3.12:</b> Analyze the way in which a work of literature is related to the themes and issues of its historical period.  <b>10.3.12:</b> Analyze the way in which a work of literature is related to the themes and issues of its historical period.	<b>RL.9:</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<i>IAS 2014 builds upon the INCC 2010 expectation by requiring both analysis and evaluation.</i>

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>READING: <i>Nonfiction</i></b>			
<p><b>9-10.RN.1:</b> 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.</p>		<p><b>RI.10:</b> By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact with texts proficiently and independently at the low end of the range of complexity by the end of grade 9 and at the high end of the range by grade 10.</i></p>
<p><b>9-10.RN.2.1:</b> Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.</p>	<p><b>9.2.8:</b> Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.</p> <p><b>10.2.5:</b> Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.</p>	<p><b>RI.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>IAS 2014 and INCC 2010 build upon the IAS 2006 by requiring students to cite strong and thorough textual evidence to support analysis.</i></p>
<p><b>9-10.RN.2.2:</b> Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.</p>		<p><b>RI.2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><i>IAS 2014 shifts the focus from identifying a theme or central idea to analyzing the development of two or more themes or central ideas.</i></p>
<p><b>9-10.RN.2.3:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p><b>9.2.7:</b> Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.</p> <p><b>10.2.4:</b> Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness</p>	<p><b>RI.3:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	

	of evidence, and the way in which the author's intent affects the structure and tone of the text.		
<b>9-10.RN.3.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
<b>9-10.RN.3.2:</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<b>10.2.1:</b> Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.	<b>RI.5:</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
<b>9-10.RN.3.3:</b> Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	<b>9.2.7:</b> Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.  <b>10.2.4:</b> Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.	<b>RI.6:</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	
<b>9-10.RN.4.1:</b> 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.	<b>9.2.7:</b> Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.  <b>10.2.4:</b> Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the	<b>RI.8:</b> 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.	

	author's intent affects the structure and tone of the text.		
<b>9-10.RN.4.2:</b> Analyze various accounts of a subject told in different mediums (e.g., <i>a person's life story in both print and multimedia</i> ), determining which details are emphasized in each account.		<b>RI.7:</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
<b>9-10.RN.4.3:</b> Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.		<b>RI.9:</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	<i>IAS 2014 adds analysis of seminal world documents in addition to U.S. documents.</i>

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>READING: Vocabulary</b>			
<p><b>9-10.RV.1:</b> Acquire and use accurately general 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.</p>		<p><b>L.6:</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that refers to content-specific rather than domain-specific language.</i></p>
<p><b>9-10.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases.</p>		<p><b>L.4a:</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	
<p><b>9-10.RV.2.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p><b>9-10.RV.2.3:</b> Analyze nuances in the meaning of words with similar denotations.</p>		<p><b>L.5b:</b> Analyze nuances in the meaning of words with similar denotations.</p>	
<p><b>9-10.RV.2.4:</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>		<p><b>L.4b:</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	
<p><b>9-10.RV.2.5:</b> Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.</p>		<p><b>L.4c:</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p><i>IAS 2014 builds upon the expectation of INCC 2010 by requiring students to select appropriate reference materials, moving beyond consultation.</i></p>
<p><b>9-10.RV.3.1:</b> Analyze the meaning of words and phrases as they are used in</p>	<p><b>9.3.11:</b> Evaluate the aesthetic qualities of style, including the impact of diction</p>	<p><b>RL.4:</b> Determine the meaning of words and phrases as they are used in the</p>	<p><i>IAS 2014 builds upon the expectation of INCC 2010 by requiring students to go</i></p>

works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	and figurative language on tone, mood, and theme.  <b>10.3.11:</b> Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.	text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<i>beyond determining the meaning and begin analyzing meaning and the impact of word choices.</i>
<b>9-10.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., <i>how the language of a court opinion differs from that of a newspaper</i> ).	<b>10.1.1:</b> Understand technical vocabulary in subject area reading.  <b>9.1.2:</b> Distinguish between what words mean literally and what they imply and interpret what the words imply.  <b>10.1.2:</b> Distinguish between what words mean literally and what they imply, and interpret what words imply.	<b>RI.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<i>IAS 2014 builds upon the expectation of INCC 2010 and IAS 2006 by requiring evaluation of the effectiveness of specific word choices.</i>
<b>9-10.RV.3.3:</b> Interpret figures of speech (e.g., <i>euphemism, oxymoron</i> ) in context and analyze their role in the text.	<b>9.1.1:</b> Identify and use the literal and figurative meanings of words and understand the origins of words.  <b>10.1.4:</b> Identify and use the literal and figurative meanings of words and understand origins of words.	<b>L.5a:</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>WRITING</b>			
<p><b>9-10.W.1:</b> 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.</p>	<p><b>9.5.8:</b> Identify and use the literal and figurative meanings of words and understand origins of words.</p> <p><b>10.5.8:</b> Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.</p> <p><b>9.5.2:</b> Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive grasp of the significant ideas of literary works.</li> <li>• support statements with evidence from the text.</li> <li>• demonstrate an awareness of the author’s style and an appreciation of the effects created.</li> <li>• identify and assess the impact of ambiguities, nuances, and complexities within the text.</li> </ul> <p><b>10.5.2:</b> Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive grasp of the significant ideas of literary works.</li> <li>• support statements with evidence from the text.</li> <li>• demonstrate awareness of the author’s style and an appreciation of the effects created.</li> </ul>	<p><b>W.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.9a:</b> Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare].").</p> <p><b>W.9b:</b> Apply grades 9-10 Reading standards to literary nonfiction (e.g., "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.").</p> <p><b>W.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard for the range of writing student should be able to do, including drawing evidence from literature and nonfiction texts.</i></p>

	<ul style="list-style-type: none"> <li>• identify and assess the impact of ambiguities, nuances, and complexities within the text.</li> <li>• extend writing by changing mood, plot, characterization, or voice.</li> </ul> <p><b>10.7.17:</b> Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> <li>• advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.</li> <li>• support important ideas and viewpoints through accurate and detailed references to the text and to other works.</li> <li>• demonstrate awareness of the author’s writing style and an appreciation of the effects created.</li> <li>• identify and assess the impact of ambiguities, nuances, and complexities within the text.</li> </ul>		
<p><b>9-10.W.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p><b>9-10.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Introduce precise 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.</li> <li>• Develop claim(s) and counterclaims</li> </ul>	<p><b>9.5.4:</b> Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>• organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.</li> <li>• use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to</li> </ul>	<p><b>W.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.1a:</b> Introduce precise 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.</p>	<p><i>IAS 2014 requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a “formal” style.</i></p>

<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p>emotion or ethical belief; or relating a personal anecdote, case study, or analogy.</p> <ul style="list-style-type: none"> <li>• clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>• address readers' concerns, counterclaims, biases, and expectations.</li> </ul> <p><b>10.5.4:</b> Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>• organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.</li> <li>• use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.</li> <li>• clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>• address readers' concerns, counterclaims, biases, and expectations.</li> </ul>	<p><b>W.1b:</b> 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.</p> <p><b>W.1c:</b> 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.</p> <p><b>W.1d:</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>W.1e:</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
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	<p><b>9.4.2:</b> Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p><b>10.4.2:</b> Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p><b>9.4.5:</b> Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.</p> <p><b>10.4.5:</b> Develop main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.</p> <p><b>9.4.13:</b> Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p><b>10.4.13:</b> Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p>		
<p><b>9-10.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• Introduce a topic; organize complex ideas, concepts, and information to make important</li> </ul>	<p><b>9.5.3:</b> Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:</p> <ul style="list-style-type: none"> <li>• gather evidence in support of a thesis (position on the topic), including</li> </ul>	<p><b>W.2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><i>IAS 2014 requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a “formal” style.</i></p>

<p>connections and distinctions; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>figures, tables</i>), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>• 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.</li> <li>• Establish and maintain a style appropriate to the purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., <i>articulating implications or the significance of the topic</i>).</li> </ul>	<p>information on all relevant perspectives.</p> <ul style="list-style-type: none"> <li>• communicate information and ideas from primary and secondary sources accurately and coherently.</li> <li>• make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li>• use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.</li> <li>• include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.</li> <li>• anticipate and address readers' potential misunderstandings, biases, and expectations.</li> <li>• use technical terms and notations accurately.</li> </ul> <p><b>10.5.3:</b> Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:</p> <ul style="list-style-type: none"> <li>• gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.</li> <li>• communicate information and ideas from primary and secondary sources accurately and coherently.</li> </ul>	<p><b>W.2a:</b> Introduce a topic; organize complex 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><b>W.2b:</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><b>W.2c:</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>W.2d:</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>W.2e:</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>W.2f:</b> 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).</p> <p><b>W.4:</b> Produce clear and coherent writing in which the development,</p>	
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	<ul style="list-style-type: none"> <li>• make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li>• use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate information in support of a topic.</li> <li>• include visual aids by using technology to organize and record information on charts, maps, and graphs.</li> <li>• anticipate and address readers' potential misunderstandings, biases, and expectations.</li> <li>• use technical terms and notations correctly.</li> </ul> <p><b>10.7.15:</b> Deliver expository (informational) presentations that:</p> <ul style="list-style-type: none"> <li>• provide evidence in support of a thesis and related claims, including information on all relevant perspectives.</li> <li>• convey information and ideas from primary and secondary sources accurately and coherently.</li> <li>• make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li>• include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.</li> </ul>	<p>organization, and style are appropriate to task, purpose, and audience.</p>	
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	<ul style="list-style-type: none"> <li>• anticipate and address the listeners' potential misunderstandings, biases, and expectations.</li> <li>• use technical terms and notations correctly.</li> </ul> <p><b>9.4.2:</b> Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p><b>9.4.3:</b> Use precise language, action verbs, sensory details, and appropriate modifiers.</p> <p><b>9.5.7:</b> Use varied and expanded vocabulary, appropriate for specific forms and topics.</p> <p><b>10.4.3:</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active (I will always remember my first trip to the city) rather than the passive voice (My first trip to the city will always be remembered).</p>		
<p><b>9-10.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Create a smooth progression of experiences or events.</li> </ul>	<p><b>9.4.3:</b> Use precise language, action verbs, sensory details, and appropriate modifiers.</p> <p><b>10.4.3:</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active (I will always remember my first trip to the city) rather than the passive voice (My first trip to the city will always be remembered).</p>	<p><b>W.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W.3a:</b> 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</p>	

<ul style="list-style-type: none"> <li>• Use narrative techniques, (e.g., <i>dialogue, pacing, description, reflection, and multiple plot lines</i>), to develop experiences, events, and/or characters.</li> <li>• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>• Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	<p><b>9.5.1:</b> Write biographical or autobiographical narratives or short stories that:</p> <ul style="list-style-type: none"> <li>• describe a sequence of events and communicate the significance of the events to the audience.</li> <li>• locate scenes and incidents in specific places.</li> <li>• describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character’s feelings.</li> <li>• pace the presentation of actions to accommodate changes in time and mood.</li> </ul> <p><b>10.5.1:</b> Write biographical or autobiographical narratives or short stories that:</p> <ul style="list-style-type: none"> <li>• describe a sequence of events and communicate the significance of the events to the audience.</li> <li>• locate scenes and incidents in specific places.</li> <li>• describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the</li> </ul>	<p>characters; create a smooth progression of experiences or events.</p> <p><b>W.3b:</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><b>W.3c:</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p><b>W.3d:</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>W.3e:</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
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	<p>character says silently to self) to show the character’s feelings.</p> <ul style="list-style-type: none"> <li>• pace the presentation of actions to accommodate changes in time and mood.</li> </ul>		
<p><b>9-10.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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., <i>use of publishing programs, integration of multimedia</i>).</li> </ul>	<p><b>9.4.1:</b> Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.</p> <p><b>10.4.1:</b> Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.</p> <p><b>9.4.10:</b> Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.</p> <p><b>10.4.10:</b> Review, evaluate, revise, edit, and proofread writing using an editing checklist.</p> <p><b>9.4.11:</b> Edit and proofread one’s own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.</p> <p><b>10.4.11:</b> Apply criteria developed by self and others to evaluate the mechanics and content of writing.</p> <p><b>9.4.12:</b> Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the</p>	<p><b>W.5:</b> 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)</p> <p><b>W.6:</b> 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.</p>	<p><i>IAS 2014 adds the expectation that students use appropriate reference materials when revising.</i></p>

	<p>audience, purpose, and formality of the context.</p> <p><b>10.4.12:</b> Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.</p> <p><b>9.4.9:</b> Use a computer to design and publish documents by using advanced publishing software and graphic programs.</p> <p><b>10.4.9:</b> Use a computer to design and publish documents by using advanced publishing software and graphic programs.</p>		
<p><b>9-10.W.5:</b> Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> <li>• Formulate an inquiry question, and refine and narrow the focus as research evolves.</li> <li>• Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.</li> <li>• Assess the usefulness of each source in answering the research question.</li> <li>• Synthesize and integrate information into the text selectively to maintain the flow of ideas.</li> </ul>	<p><b>9.4.6:</b> Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.</p> <p><b>10.4.6:</b> Synthesize information from multiple sources. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.</p> <p><b>9.5.9:</b> Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information,</p>	<p><b>W.7:</b> 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.</p> <p><b>W.8:</b> 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.</p>	<p><i>IAS 2014 requires students to formulate an inquiry question and adds the expectation that students will present information, choosing from a variety of formats.</i></p>

<ul style="list-style-type: none"> <li>• Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., <i>MLA</i>, <i>APA</i>) for citation.</li> <li>• Present information, choosing from a variety of formats.</li> </ul>	<p>determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.</li> <li>• synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.</li> <li>• demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.</li> <li>• demonstrates that sources have been evaluated for accuracy, bias, and credibility.</li> <li>• organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).</li> </ul> <p><b>10.5.9:</b> Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• uses information from a variety of</li> </ul>		
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	<p>sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.</p> <ul style="list-style-type: none"> <li>• synthesizes information gathered from a variety of sources, including technology and one’s own research, and evaluates information for its relevance to the research questions.</li> <li>• demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.</li> <li>• demonstrates that sources have been evaluated for accuracy, bias, and credibility.</li> <li>• organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).</li> </ul> <p><b>9.4.4:</b> Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.</p> <p><b>10.4.4:</b> Use clear research questions and suitable research methods, including texts, electronic resources, and personal interviews, to compile and present evidence from primary</p>		
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	<p>and secondary print or Internet sources.</p> <p><b>9.4.7:</b> Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p><b>10.4.7:</b> Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p><b>9.4.8:</b> Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.</p> <p><b>10.4.8:</b> Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in different style manuals.</p> <p><b>9.6.4:</b> Apply appropriate manuscript conventions — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.</p> <p><b>10.6.4:</b> Apply appropriate manuscript conventions — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.</p>		
<p><b>9-10.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</p>		<p><b>L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><i>This IAS 2014 learning objective is a summary statement; focus skills are listed individually.</i></p>

<p><b>9-10.W.6.1a: Pronouns –</b>  <i>Students are expected to build upon and continue applying conventions learned previously.</i></p>			
<p><b>9-10.W.6.1b: Verbs –</b>  Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.</p>	<p><b>9.6.2:</b> Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.</p> <p><b>10.6.2:</b> Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.</p>		
<p><b>9-10.W.6.1c: Adjectives and Adverbs –</b>  <i>Students are expected to build upon and continue applying conventions learned previously.</i></p>			
<p><b>9-10.W.6.1d: Phrases and Clauses –</b>  <i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	<p><b>9.6.1:</b> Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.</p> <p><b>10.6.1:</b> Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.</p>	<p><b>L.1b:</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	
<p><b>9-10.W.6.1e: Usage –</b>  Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.</p>	<p><b>10.6.2:</b> Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and</p>	<p><b>L.1a:</b> Use parallel structure.</p>	<p><i>IAS 2014 addresses parallel structure.</i></p>

	proper English usage, including the use of consistent verb tenses.		
<b>9-10.W.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	<b>9.6.2:</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	<b>L.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<i>This IAS 2014 learning objective is a summary statement; focus skills are listed individually.</i>
<b>9-10.W.6.2a: Capitalization –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>9.6.3:</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.  <b>10.6.3:</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.		
<b>9-10.W.6.2b: Punctuation –</b> • Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	<b>9.6.1:</b> Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.  <b>10.6.1:</b> Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.	<b>L.2a:</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
<b>9-10.W.6.2c: Spelling –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>9.6.3:</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.  <b>10.6.3:</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	<b>L.2c:</b> Spell correctly.	

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>SPEAKING &amp; LISTENING</b>			
<p><b>9-10.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.</p>	<p><b>9.7.6:</b> Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.</p> <p><b>10.7.6:</b> Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.</p>	<p><b>SL.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that requires students to adjust register to communicate effectively with a variety of audiences and for different purpose rather than demonstrate command of “formal” English.</i></p>
<p><b>9-10.SL.2.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.</p>	<p><b>9.7.18:</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:</p> <ul style="list-style-type: none"> <li>• structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence.</li> <li>• contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).</li> <li>• clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>• anticipate and address the listener’s concerns and counterarguments.</li> </ul>	<p><b>SL.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	

	<p><b>10.7.18:</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:</p> <ul style="list-style-type: none"> <li>• structure ideas and arguments in a coherent, logical fashion using inductive or deductive arguments.</li> <li>• contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).</li> <li>• clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>• anticipate and address the listeners' concerns and counterarguments.</li> </ul>		
<p><b>9-10.SL.2.2:</b> Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.</p>	<p><b>9.7.7:</b> Make judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p><b>10.7.7:</b> Make judgments about the ideas under discussion and support those judgments with convincing evidence.</p>	<p><b>SL.1a:</b> 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.</p>	
<p><b>9-10.SL.2.3:</b> Work with peers to set rules for collegial discussions and decision-making (e.g., <i>informal consensus, taking votes on key issues, presentation of alternate views</i>), clear goals and deadlines, and individual roles as needed.</p>		<p><b>SL.1b:</b> Work with peers to set rules for collegial discussions and decision-making (e.g., <i>informal consensus, taking votes on key issues, presentation of alternate views</i>), clear goals and deadlines, and individual roles as needed.</p>	

<p><b>9-10.SL.2.4:</b> 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.</p>	<p><b>9.7.1:</b> Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.</p> <p><b>10.7.1:</b> Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.</p>	<p><b>SL.1c:</b> 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.</p>	
<p><b>9-10.SL.2.5:</b> 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.</p>	<p><b>9.7.18:</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:</p> <ul style="list-style-type: none"> <li>• structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence.</li> <li>• contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).</li> <li>• clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>• anticipate and address the listener’s concerns and counterarguments.</li> </ul> <p><b>10.7.18:</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes</p>	<p><b>SL.1d:</b> 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.</p>	<p><i>IAS 2014 focuses on the response to other perspectives and understanding evidence and reasoning.</i></p>

	<p>and effects) that:</p> <ul style="list-style-type: none"> <li>• structure ideas and arguments in a coherent, logical fashion using inductive or deductive arguments.</li> <li>• contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).</li> <li>• clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>• anticipate and address the listeners' concerns and counterarguments.</li> </ul>		
<b>9-10.SL.3.1:</b> Integrate multiple sources of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i> ) evaluating the credibility and accuracy of each source.		<b>SL.2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	
<b>9-10.SL.3.2:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<p><b>9.7.11:</b> Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.</p> <p><b>10.7.11:</b> Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.</p>	<b>SL.3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	

	<p><b>9.7.12:</b> Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and the use of sweeping generalizations.</p> <p><b>10.7.12:</b> Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.</p>		
<p><b>9-10.SL.4.1:</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><b>9.7.18:</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:</p> <ul style="list-style-type: none"> <li>• structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence.</li> <li>• contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).</li> <li>• clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>• anticipate and address the listener’s concerns and counterarguments.</li> </ul> <p><b>10.7.18:</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes</p>	<p><b>SL.4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	

	<p>and effects) that:</p> <ul style="list-style-type: none"> <li>• structure ideas and arguments in a coherent, logical fashion using inductive or deductive arguments.</li> <li>• contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).</li> <li>• clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>• anticipate and address the listeners' concerns and counterarguments.</li> </ul>		
<p><b>9-10.SL.4.2:</b> Create engaging presentations that make strategic and creative use of digital media (e.g., <i>textual, graphical, audio, visual, and interactive elements</i>) to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p><b>9.7.4:</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p> <p><b>10.7.4:</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p>	<p><b>SL.5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	
<p><b>9-10.SL.4.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>MEDIA LITERACY</b>			
<p><b>9-10.M.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p>			<p><i>This IAS 2014 Learning Outcome is an umbrella standard that broadens the expectation by requiring students to analyze information from a variety of sources for a variety of purposes.</i></p>
<p><b>9-10.M.2.1:</b> Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.</p>			
<p><b>9-10.M.2.2:</b> Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.</p>	<p><b>9.7.12:</b> Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and the use of sweeping generalizations.</p> <p><b>10.7.12:</b> Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.</p>		