Indiana English/Language Arts Content Connectors

Grades 9-10

Reading Comprehension RC

1 **Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)** 9-10.RC.1

- a Use at least three pieces of strong evidence that support explicit and implicit interpretations of a text. (E) 9-10.RC.1A

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. (E)** 9-10.RC.2

- a Identify and explain at least two themes in a literary text and their supporting details. (E) 9-10.RC.2A

3 **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.RC.3

- a Explain one or more ways an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), or manipulate time (e.g., flashbacks, pacing) contributes to the overall meaning or effect of a work. 9-10.RC.3A

4 **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.RC.4

- a Explain how two central ideas are connected to one another, including how they are developed over the course of the text. 9-10.RC.4A

5 **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.** 9-10.RC.5

- a Explain how the order of a series of ideas or events are connected. 9-10.RC.5A

6 **Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.** 9-10.RC.6

- a Determine an author's perspective or purpose and identify the rhetoric the author uses to advance that perspective or purpose. 9-10.RC.6A

Skip to main content

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.RC.7

a Evaluate the argument and claims in a text to determine whether the reasoning is valid and/or evidence is relevant and sufficient; identify any false statements or fallacious reasoning. 9-10.RC.7A

8 Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts. 9-10.RC.8

a Compare the way U.S. and/or world documents of historical and/or literary significance address related themes or concepts. 9-10.RC.8A

9 Use context to determine or clarify the meaning of words and phrases. 9-10.RC.9

a Determine or clarify the meaning of a word or phrase based on context. (E) 9-10.RC.9A

10 Analyze nuances in the meaning of words with similar denotations. 9-10.RC.10

a Explain differences in the meaning of words with similar denotations. 9-10.RC.10A

11 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.RC.11

a Identify similarities and differences in patterns of word changes, and demonstrate knowledge that the changes in word patterns indicate different meanings or different parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 9-10.RC.11A

12 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. (E) 9-10.RC.12

a Explain the meanings of words and phrases used in works of literature, including figurative, connotative, and/or denotative meanings; identify where an author uses specific word choices to impact the overall meaning or effect of a work of literature. (E) 9-10.RC.12A

13 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.RC.13

a Determine the meanings of words and phrases as they are used in a nonfiction text (e.g., figurative, connotative, denotative, or technical meanings) and their impact on the overall meaning of the text. 9-10.RC.13A

Writing W

Skip to main content

1 Write arguments in a variety of forms that: a. 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. b. Use rhetorical strategies to enhance the effectiveness of the claim. c.

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. d. 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. e. Establish and maintain a consistent style and tone appropriate for the purpose and audience. f. Provide a concluding statement or section that follows from and supports the argument presented. (E) 9-10.W.1

a Write arguments that: a. Introduce one or more claim(s), distinguish the claim(s) from the counterclaim(s), and organize claim(s) and reasoning into a thesis statement. b. Use at least one rhetorical strategy to enhance the effectiveness of the claim. c. Develop claim(s) and counterclaim(s) fairly, supplying at least one piece of strong evidence for each while pointing out at least one strength and one limitation of both. d. Use effective transitions to link the major sections of the text, create cohesion, and demonstrate relationships between the claim(s) and reasons, reasons and evidence, and claim(s) and counterclaim(s). e. Provide a concluding statement that relates to the argument presented. (E) 9-10.W.1A

2 **Write informative compositions on a variety of topics that: a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions. b. 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. c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. 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. e. Establish and maintain a style appropriate for the purpose and audience. f. Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)** 9-10.W.2

a Write informative products that: a. Clearly introduce a topic and are organized and formatted in a way to enhance the reader's comprehension. b. Develop the topic, using more than one credible resource, with multiple relevant and sufficient facts, definitions, concrete details, quotations, or other appropriate information and examples. c. Incorporate the use of content specific vocabulary and uses varied and effective transitions to link the major sections of the text, creates cohesion, and demonstrates the relationships among ideas and concepts. d. Provide a concluding statement that relates to the information or explanation presented and articulates the implications or significance of the topic. (E) 9-10.W.2A

3 **Write narrative compositions in a variety of forms that: a. 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. b. Create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. e. Use precise**

Skip to main content

words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E) 9-10.W.3

a Write narratives that: a. Introduce a narrator and/or characters in a way that establishes the point of view and provides context for the problem, situation, or observation. b. Create an understandable progression of experiences or events. c. Use dialogue and more than one additional narrative technique, such as pacing, description, reflection, or multiple plotlines to develop experiences, events, and/or characters. d. Sequence events so that they build on one another to create a coherent whole. e. Use descriptive details and sensory language to describe experiences, events, settings, and/or characters. f. Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E) 9-10.W.3A

4 **Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative. a. Plan and develop, draft, and revise writing 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. b. 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). c. 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.** 9-10.W.4

a Apply the writing process to all formal writing: a. Develop a plan for writing and draft a writing product. b. Strengthen writing by revising, editing, rewriting, or trying a new approach. c. Use technology to collaborate, gather information, produce and publish writing, provide and respond to feedback, and present information and ideas. d. Use technology or style guide framework, to guide appropriate formatting and proper documentation and credit to sources. 9-10.W.4A

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

Skip to main content

a Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question and refine or narrow the focus as research evolves. b. Record relevant information from at least three sources. c. Assess the usefulness of each source in answering the research question. d. Use select information from research to support reasoning and provide evidence while maintaining the flow of ideas. e. Use technology to follow a standard format for citation and avoid plagiarism; avoid over reliance on any one source. f. Present information, choosing from a variety of formats. (E) 9-10.W.5A

6 **Demonstrate command of English grammar and usage, focusing on: a. Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. b. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis. (E)** 9-10.W.6

a Demonstrate knowledge of English grammar and usage, focusing on: a. Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional or subjunctive moods. b. Usage – Identifying parallelism in all writing to present items in a series and items juxtaposed for emphasis. 9-10.W.6A

7 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: a. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. (E)** 9-10.W.7

a Demonstrate knowledge of the conventions of standard English capitalization, punctuation, and spelling focusing on: a. Punctuation: Identify when to use a semicolon and a conjunctive adverb to link two or more closely related independent clauses. 9-10.W.7A

Communication and Collaboration CC

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. (E)** 9-10.CC.1

a Initiate and/or participate appropriately in a discussion with others on an instructional-level topic, text, and/or issue. (E) 9-10.CC.1A

2 **Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)** 9-10.CC.2

a Provide textual evidence to support or refute one or more ideas under discussion. (E) 9-10.CC.2A

3 **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.CC.3

a Pose or respond to questions that relate the current discussion to broader themes and larger ideas. 9-10.CC.3A

Skip to main content

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. 9-10.CC.4

a Respond appropriately to two or more perspectives; identify at least one point of agreement and disagreement, and, when warranted, justify personal views and understandings or make new connections in reference to the evidence and reasoning presented. (E) 9-10.CC.4A

5 **Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.** 9-10.CC.5

a Analyze three or more sources of information presented in diverse media and determine the credibility of each source. 9-10.CC.5A

6 **Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.** 9-10.CC.6

a Evaluate the evidence and rhetoric a speaker uses to develop their perspective and reasoning; identify any false evidence or distorted reasoning. 9-10.CC.6A

7 **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.CC.7

a Present on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details to support the main ideas. 9-10.CC.7A

8 **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. (E)** 9-10.CC.8

a Analyze bias in media through visual or verbal messaging. (E) 9-10.CC.8A