

Indiana, Grades 9–10

Indiana Strand/Standard	Focus of Indiana Standard	For More Information
Reading Literature		
RL.1	Read a variety of literature within an appropriate range of complexity	R10 pp. 60–65
RL.2.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
RL.2.2	Analyze the development of two or more themes or central ideas and how they are shaped by specific details	R2 pp. 12–17
RL.2.3	Analyze how characters develop, interact, and advance the plot or develop the theme	R3 pp. 18–23
RL.3.1	Analyze how an author’s choices regarding structure, the order of events, and manipulating time create such effects as mystery, tension, or surprise	R5 pp. 30–35
RL.3.2	Analyze how the author creates such effects as suspense and humor	NA
RL.4.1	Analyze multiple interpretations of a text, evaluating how each interprets the source	R7 pp. 42–47
RL.4.2	Analyze how works of literary or cultural significance draw on and transform source material	R9 pp. 54–59
Reading Nonfiction		
RN.1	Read a variety of nonfiction within an appropriate range of complexity	R10 pp. 60–65
RN.2.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
RN.2.2	Analyze the development of the central idea and how they are shaped by specific details	R2 pp. 12–17
RN.2.3	Analyze how the author unfolds a series of ideas or events and the connections drawn between them	R3 pp. 18–23
RN.3.2	Analyze in detail how ideas or claims are developed by particular sentences, paragraphs, or larger portions of text	R5 pp. 30–35
RN.3.3	Analyze how an author uses rhetoric to advance a point of view, perspective, or purpose	R6 pp. 36–41
RN.4.1	Evaluate the argument in a text; assess reasoning and evidence; identify false statements and fallacious reasoning	R8 pp. 48–53
RN.4.2	Analyze various accounts of a subject told in different mediums	R7 pp. 42–47
RN.4.3	Analyze U.S. documents of historical and literary significance, noting how they address related themes and concepts	R9 pp. 54–59
Reading Vocabulary		
RV.1	Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge	L6 pp. 208–213
RV.2.1	Use context to determine or clarify the meaning of words and phrases	L4 pp. 196–201
RV.2.3	Analyze nuances in the meaning of words	L5 pp. 202–207
RV.2.4	Identify and correctly use patterns of word changes	L4 pp. 196–201
RV.2.5	Select and use appropriate reference materials	L4 pp. 196–201
RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature	R4 pp. 24–29
RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text	R4 pp. 24–29
RV.3.3	Interpret figures of speech and analyze their role in the text	L5 pp. 202–207

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Writing		
W.1	Write routinely over short and extended time frames for a range of audiences, tasks, and purposes	W9 pp. 122–127 W10 pp. 128–133
W.3.1	Write arguments to support claims, using valid reasoning and relevant and sufficient evidence	W1 pp. 70–77
W.3.2	Write informative/explanatory texts to effectively examine and convey complex ideas, concepts, and information	W2 pp. 78–85
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 pp. 86–91
W.4	Apply the writing process to develop, draft, revise, rewrite, try a new approach, and edit to produce writing that is clear and coherent; use technology to produce, publish, and update writing	W5 pp. 98–103 W6 pp. 104–109
W.5	Conduct research assignments to build knowledge about the process and the topics	W7 pp. 110–115 W8 pp. 116–121
W.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 178–183
W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 184–189
Speaking and Listening		
SL.1	Listen actively and adjust the use of spoken language to communicate effectively	SL6 pp. 168–173
SL.2.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively	SL1 pp. 138–143
SL.2.2	Support or refute points under discussion by providing specific evidence	SL1 pp. 138–143
SL.2.3	Work with peers to set rules for discussions and decision-making	SL1 pp. 138–143
SL.2.4	Pose and respond to questions that relate discussions to broader themes; incorporate others into the discussion; clarify, verify, or challenge ideas	SL1 pp. 138–143
SL.2.5	Respond thoughtfully to multiple perspectives	SL1 pp. 138–143
SL.3.1	Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of sources and noting discrepancies	SL2 pp. 144–149
SL.3.2	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacious reasoning or exaggerated or distorted evidence	SL3 pp. 150–155
SL.4.1	Present information clearly, concisely, and logically; ensure organization, development, substance, and style are appropriate to purpose, audience, and task	SL4 pp. 156–161
SL.4.2	Make strategic use of digital media in presentations to enhance understanding and to add interest	SL5 pp. 162–167
History/Social Studies		
LH.1.1	Read and comprehend history/social studies texts of appropriate complexity	R10 pp. 60–65
LH.1.2	Write routinely for a range of discipline-specific tasks, purposes, and audiences	W10 pp. 128–133
LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources	R1 pp. 6–11
LH.2.2	Determine central ideas or information of a primary or secondary source; summarize how they develop	R2 pp. 12–17
LH.2.3	Analyze in detail a series of events; determine whether earlier events caused later ones	R3 pp. 18–23
LH.3.1	Determine the meaning of words and phrases, including vocabulary describing political, social, or economic aspects of history/social studies	R4 pp. 24–29
LH.3.2	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis	R5 pp. 30–35
LH.3.3	Compare the point of view of two or more authors for how they treat the same or similar topics	R6 pp. 36–41
LH.4.1	Integrate quantitative or technical analysis with qualitative analysis	R7 pp. 42–47
LH.4.2	Assess the extent to which reasoning and evidence support the author's claim	R8 pp. 48–53

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History/Social Studies		
LH.4.3	Compare and contrast treatment of the same topic in several primary and secondary sources	R9 pp. 54–59
LH.5.1	Write arguments focused on discipline-specific content	W1 pp. 70–77
LH.5.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes	W2 pp. 78–85
LH.6.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W4 pp. 92–97 W5 pp. 98–103
LH.6.2	Use technology to produce, publish, and update individual or shared writing projects	W6 pp. 104–109
LH.7.1	Conduct research projects to answer a question or solve a problem; synthesize multiple sources, demonstrating understanding of the subject	W7 pp. 110–115
LH.7.2	Gather relevant information from multiple print and digital sources; assess the usefulness of each source; integrate information, avoiding plagiarism and overreliance on any one source	W8 pp. 116–121
LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research	W9 pp. 122–127
Science/Technical Subjects		
LST.1.1	Read and comprehend science/technical texts of appropriate complexity	R10 pp. 60–65
LST.1.2	Write routinely for a range of discipline-specific tasks, purposes, and audiences	W10 pp. 128–133
LST.2.1	Cite specific textual evidence to support analysis of science and technical texts	R1 pp. 6–11
LST.2.2	Determine central ideas or conclusions; trace the explanation of a complex process; provide an accurate summary	R2 pp. 12–17
LST.2.3	Follow precisely a complex multistep procedure; analyze the results based on explanations in the text	R3 pp. 18–23
LST.3.1	Determine the meaning of domain-specific words and phrases as they are used in a special scientific or technical context	R4 pp. 24–29
LST.3.2	Analyze the structure of relationships among concepts in a text	R5 pp. 30–35
LST.3.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment	R6 pp. 36–41
LST.4.1	Translate quantitative or technical information expressed in words into visual form, and translate information expressed visually into words	R7 pp. 42–47
LST.4.2	Assess the extent to which reasoning and evidence support the author's claim or recommendation for solving a problem	R8 pp. 48–53
LST.4.3	Compare and contrast findings presented in a text to those from other sources, noting where they support or contradict previous explanations	R9 pp. 54–59
LST.5.1	Write arguments focused on discipline-specific content	W1 pp. 70–77
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