



Grades 9-10 English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards and the 2020 Indiana Academic Standards for easy reference.

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Reading Comprehension		Domains: Reading Literature, Reading Nonfiction, and Reading Vocabulary	
Number	Text	Number	Text
9-10.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.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.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.RC.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.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.RC.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	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

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	to the overall meaning and effect of a work.		to the overall meaning and effect of a work.
9-10.RC.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.RL.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.RC.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.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.
9-10.RC.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.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.
9-10.RC.7	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.4.1	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.RC.8	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	9-10.RN.4.3	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
9-10.RC.9	Use context to determine or clarify the meaning of words and phrases.	9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
9-10.RC.10	Analyze nuances in the meaning of words with similar denotations.	9-10.RV.2.3	Analyze nuances in the meaning of words with similar denotations.
9-10.RC.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.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).

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9-10.RC.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.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.RC.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.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.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	<i>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.</i>
		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).
		9-10.RL.4.1	Evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or depart from the text or script.

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		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.
		9-10.RN.3.1	<i>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.</i>
		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.4.2	Analyze various accounts of a subject told in different mediums examining the differences among the various accounts.
		9-10.RV.2.2	<i>Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 7 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</i>
		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.

		9-10.RV.3.3	Interpret figures of speech in context and analyze their role in the text.
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Writing		Domain: Writing	
Number	Text	Number	Text
9-10.W.1	<p>Write arguments in a variety of forms that:</p> <ul style="list-style-type: none"> 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 	9-10.W.3.1	<p>Write arguments in a variety of forms that:</p> <ul style="list-style-type: none"> 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 to purpose and audience. f. Provide a concluding statement or section that follows from and supports the argument presented.

	presented. (E)		
9-10.W.2	<p>Write informative compositions on a variety of topics that:</p> <ul style="list-style-type: none"> 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). <p>(E)</p>	9-10.W.3.2	<p>Write informative compositions on a variety of topics that–</p> <ul style="list-style-type: none"> a. Introduce a topic; 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 to the purpose and audience. f. 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>9-10.W.3</p>	<p>Write narrative compositions in a variety of forms that:</p> <ul style="list-style-type: none"> 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 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) 	<p>9-10.W.3.3</p>	<p>Write narrative compositions in a variety of forms that–</p> <ul style="list-style-type: none"> 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 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 from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>9-10.W.4</p>	<p>Apply the writing process to all formal writing, including but not limited to argumentative, informative, and narrative.</p> <ul style="list-style-type: none"> 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 	<p>9-10.W.4</p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative–</p> <ul style="list-style-type: none"> a. 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

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

	of formats. (E)		of formats.
9-10.W.6	<p>Demonstrate command of English grammar and usage, focusing on:</p> <ul style="list-style-type: none"> 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.6.1	<p>Demonstrate command of English grammar and usage, focusing on:</p> <ul style="list-style-type: none"> a. <i>Pronouns– Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 6</i> <ul style="list-style-type: none"> ● <i>Using a variety of pronouns including subject, object, possessive, and reflexive; ensuring pronoun antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).</i> b. Verbs– Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. c. <i>Adjectives and Adverbs– Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4</i> <ul style="list-style-type: none"> ● <i>Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.</i> d. <i>Phrases and Clauses– Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 7</i> <ul style="list-style-type: none"> ● <i>Recognizing and correcting misplaced and dangling modifiers.</i>

			e. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.
9-10.W.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.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: a. <i>Capitalization – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</i> <ul style="list-style-type: none"> • <i>Applying correct usage of capitalization in writing.</i> b. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. c. <i>Spelling – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</i> <ul style="list-style-type: none"> • <i>Applying correct spelling patterns and generalizations in writing.</i>
		9-10.W.2	<i>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.</i>

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2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Communication and Collaboration		Domains: Speaking & Listening and Media Literacy	
Number	Text	Number	Text
9-10.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.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.CC.2	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)	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.CC.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.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.CC.4	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.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.
9-10.CC.5	Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.	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.

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9-10.CC.6	Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.	9-10.SL.3.2	Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.
9-10.CC.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.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.CC.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.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.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.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	<i>Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 Give and follow multi-step directions.</i>
		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.