Indiana Department of Education

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Indiana Academic Standards 2020
Grades Nine and 10 English/Language Arts
Standards Correlation Guidance Document

Intentional alignment of instructional practices and curricular materials to the Indiana Academics Standards (IAS) is vital to improving student outcomes. This guide is meant to encourage strong standards-based instruction when utilizing curricular materials not aligned to IAS but to Common Core State Standards (CCSS). Purchased curricula are not designed to perfectly align with IAS and often align with CCSS. Use of this guide will ensure strong alignment to IAS and foster critical conversations around instructional decisions.

Considerations for use:

- Identify the desired IAS;
- Unpack the IAS, referencing the IDOE Literacy Framework;
- Determine the correlating CCSS;
- Consider the differences between IAS and learning objective from CCSS aligned curricular material;
- Identify instructional gaps (in content or complexity) and consider strategies to supplement; and
- Prioritize content in curricular material that is identified in the IAS.

IDOE's Literacy Framework provides student success criteria, vertical planning, digital resources, and clarifying examples to consider when planning, implementing, and teaching IAS.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading: Literature		
LEARNING OUTCOME FOR READING LITERATURE		
9-10.RL.1: Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	**RL.9-10.10** 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.	*No content differences identified.*
KEY IDEAS AND TEXTUAL SUPPORT		
9-10.RL.2.1 Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.	**RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	IAS places emphasis on the analysis of a text using textual evidence to support it.
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.	**RL.9-10.2** 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.	IAS requires students to analyze in detail the development of two or more themes over the course of a work of literature.
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.	**RL.9-10.3** 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.	IAS utilizes the term dynamic characters.

9-10.RL.2.4 Students are expected to build upon and continue applying concepts learned previously. *Grade of mastery: 2* *Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not and why.*	*No CCSS equivalent.*	
STRUCTURAL ELEMENTS AND ORGANIZATION		
9-10.RL.3.1 Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes) and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.	**RL.9-10.5** 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.	IAS requires students to evaluate an author's choices concerning how to structure a work of literature, order events within it and manipulate time to contribute to the overall meaning and effect of a work.
9-10.RL.3.2 Analyze how the author creates such effects as suspense or humor through differences in the perspective of the characters and the reader (e.g., created through the use of dramatic irony).	*No CCSS equivalent.*	
SYNTHESIS AND CONNECTION OF IDEAS		
9-10.RL.4.1 Evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script.	**RL.9-10.7** 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).	*No content differences identified.*
9-10.RL.4.2 Analyze and evaluate how works of literary or cultural significance draw on and use allusions, archetypes, symbols	**RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States,	IAS is a blend between the two CCSS listed.

and allegories from myths, traditional stories, or religious works, including how the material is rendered new.	drawing on a wide reading of world literature. **RL.9-10.9** 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).	

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading: Nonfiction		
LEARNING OUTCOME FOR READING NONFICTION		
9-10.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	**RI.9-10.10** 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.	*No content differences identified.*
KEY IDEAS AND TEXTUAL SUPPORT		
9-10.RN.2.1 Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.	**RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	IAS places emphasis on the analysis of a text using textual evidence to support it.
9-10.RN.2.2 Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.	**RI.9-10.2** 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.	IAS requires the students to analyze in detail to development to two or more central ideas over the course of a text.
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.	**RI.9-10.3** 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.	*No content differences identified.*
STRUCTURAL ELEMENTS AND ORGANIZATIONS		

9-10.RN.3.1 Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 5 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	*No CCSS equivalent.*	
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.	**RI.9-10.5** 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).	*No content differences identified.*
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.	**RI.9-10.6** 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.	IAS utilizes the term "perspective."
SYNTHESIS AND CONNECTION OF IDEAS		
9-10.RN.4.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**RI.9-10.8** 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.	*No content differences identified.*
9-10.RN.4.2 Analyze various accounts of a subject told in different mediums examining the differences among the various accounts.	**RI.9-10.7** 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.	*No content differences identified.*
9-10.RN.4.3 Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	**RI.9-10.9** 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	*No content differences identified.*

	Birmingham Jail"), including how they address related themes and concepts.	

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading: Vocabulary		
LEARNING OUTCOME FOR READING VOCABULARY		
9-10.RV.1 Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.9-10.6 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.	*No content differences identified.*
VOCABULARY BUILDING		
9-10.RV.2.1 Use context to determine or clarify the meaning of words and phrases.	**L.9-10.4.A** 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.	*No content differences identified.*
9-10.RV.2.2 Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 7 Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words.	*No CCSS equivalent.*	
9-10.RV.2.3 Analyze nuances in the meaning of words with similar denotations.	**L.9-10.5.B** Analyze nuances in the meaning of words with similar denotations.	*No content differences identified.*
9-10.RV.2.4 Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,	**L.9-10.4.B** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,	*No content differences identified.*

analyze, analysis, analytical; advocate, advocacy).	analyze, analysis, analytical; advocate, advocacy).	
9-10.RV.2.5 Select appropriate general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	**L.9-10.4.C** 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.	*No content differences identified.*
VOCABULARY IN LITERATURE AND NONFICTION		
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.	**RL.9-10.4** Determine the meaning of words and phrases as they are used in the 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).	IAS requires students to also identify the denotative meanings of words and words with multiple meanings.
9-10.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.	**RI.9-10.4** 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).	IAS requires students to also identify denotative meanings of words and words with multiple meanings.
9-10.RV.3.3 Interpret figures of speech in context and analyze their role in the text.	**L.9-10.5.A** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	*No content differences identified.*

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Writing		
LEARNING OUTCOME FOR WRITING		
9-10.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	**W.9-10.10** 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. **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	*No content differences identified.*
HANDWRITING		
9-10.W.2 Students are expected to build upon and continue applying concepts learned previously. *Grade of Mastery: 4* *Write legibly in print or cursive, forming letters and words that can be read by others.*	*No CCSS equivalent.*	

WRITING GENRES: ARGUMENTATIVE, INFORMATIVE, AND NARRATIVE		
9-10.W.3.1 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 to purpose and audience. f. Provide a concluding statement or section that follows from and supports the argument presented.	**W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.9-10.1.A** 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. **W.9-10.1.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. **W.9-10.1.C** 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. **W.9-10.1.D** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W.9-10.1.E** Provide a concluding statement or section that follows from and supports the argument presented.	IAS requires students to use rhetorical strategies to enhance the effectiveness of the claim. IAS requires that students establish and maintain consistent style and tone in all writing rather than just in formal writing.

9-10.W.3.2 Write informative compositions on a variety of topics that– 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).	**W.9-10.2** 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. **W.9-10.2.A** 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. **W.9-10.2.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. **W.9-10.2.C** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **W.9-10.2.D** Use precise language and domain-specific vocabulary to manage the complexity of the topic. **W.9-10.2.E** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W.9-10.2.F** Provide a concluding statement or section that follows from and supports the	IAS requires that students establish and maintain consistent style and tone in all writing rather than just in formal writing.

	information or explanation presented (e.g., articulating implications or the significance of the topic).	
9-10.W.3.3 Write narrative compositions in a variety of forms that– 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.	**W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **W.9-10.3.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; create a smooth progression of experiences or events. **W.9-10.3.B** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **W.9-10.3.C** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **W.9-10.3.D** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **W.9-10.3.E** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	IAS requires students to provide an ending rather than a conclusion as not all narrative writing provides a conclusion.

THE WRITING PROCESS

9-10.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative 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 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.	**W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **W.9-10.5** 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 here.) **W.9-10.6** 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.	IAS requires students to utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.

THE RESEARCH PROCESS: FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION

9-10.W.5 Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. 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.	**W.9-10.7** 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. **W.9-10.8** 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.	*No content differences identified.*

CONVENTIONS OF STANDARD ENGLISH: GRAMMAR AND USAGE / CAPITALIZATION, PUNCTUATION, AND SPELLING

9-10.W.6.1 Demonstrate command of English grammar and usage, focusing on:	**L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*No content differences identified.*
a. Pronouns– Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 6 ● Using a variety of pronouns including subject, object, possessive, and reflexive;	*No CCSS equivalent.*	

ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
b. Verbs- Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.	**L.9-10.1.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.	IAS requires students to demonstrate command of verbs in indicative, imperative, interrogative, conditional and subjunctive moods.
c. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 ● Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.	*No CCSS equivalent.*	
d. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 7 ● Recognizing and correcting misplaced and dangling modifiers.	*No CCSS equivalent.*	
e. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	**L.9-10.1.A** Use parallel structure.*	IAS requires students to identify and use parallelism in all writing to present items in a series and items juxtaposed for emphasis.
9-10.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	**L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	*No content differences identified.*

a. Capitalization –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 ● Applying correct usage of capitalization in writing.	*No CCSS equivalent.*	
b. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	L.9-10.2.A Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	*No content differences identified.*
c. Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 ● Applying correct spelling patterns and generalizations in writing.	L.9-10.2.C Spell correctly.	*No content differences identified.*

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Speaking and Listening		
LEARNING OUTCOME FOR SPEAKING AND LISTENING		
9-10.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	**SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	*No content differences identified.*
DISCUSSION AND COLLABORATION		
9-10.SL.2.1 Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	**SL.9-10.1** 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.	*No content differences identified.*
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.	**SL.9-10.1.A** 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.	*No content differences identified.*
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.	**SL.9-10.1.B** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	*No content differences identified.*

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.	**SL.9-10.1.C** 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.	*No content differences identified.*
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.	**SL.9-10.1.D** 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.	*No content differences identified.*
COMPREHENSION		
9-10.SL.3.1 Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.	**SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	IAS requires students to analyze rather than integrate multiple sources of information.
9-10.SL.3.2 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.	**SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	*No content differences identified.*

PRESENTATION AND KNOWLEDGE OF IDEAS		
9-10.SL.4.1 Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.	**SL.9-10.4** 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.	*No content differences identified.*
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.	**SL.9-10.5** 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.	*No content differences identified.*
9-10.SL.4.3 Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 *Give and follow multi-step directions.*	*No CCSS equivalent.*	

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Media Literacy		
LEARNING OBJECTIVE FOR MEDIA LITERACY		
9-10.ML.1 Critically analyze information found in a variety of mediums used to persuade, inform, entertain, and transmit culture.	*No CCSS equivalent.*	
MEDIA LITERACY		
9-10.ML.2.1 Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result.	*No CCSS equivalent.*	
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.	*No CCSS equivalent.*	

Unaligned CCSS
The following CCSS are not aligned to IAS in grades nine and 10.
L.9-10.2.B Use a colon to introduce a list or quotation.
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.9-10.3.A Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
L.9.10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.