



## Grades 9-10 English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards (IAS) and the Common Core State Standards (CCSS) for easy reference. This correlation guide is intended to help support conversations regarding state and national standards and may be used as one of many tools to help inform a variety of local decisions (e.g., selection of high-quality curricular materials, curriculum maps).

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

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Reading Comprehension				
Number	Text	Number	Text	Description
<b>9-10.RC.1</b>	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)	<b>RL.9-10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<i>No content differences identified.</i>
		<b>RI.9-10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>9-10.RC.2</b>	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	<b>RL.9-10.2</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	IAS requires students to provide summaries of texts in grades five through eight.

2023 Indiana Academics Standards and CCSS Correlation Guide: Grades 9-10 English/Language Arts

	details. (E)		details; provide an objective summary of the text.	
<b>9-10.RC.3</b>	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.	<b>RL.9-10.5</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.	<i>No content differences identified.</i>
<b>9-10.RC.4</b>	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.	<b>RI.9-10.2</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.	IAS requires students to analyze the development of two or more central ideas including how they build on one another to provide a complex analysis.
<b>9-10.RC.5</b>	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.	<b>RI.9-10.3</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.	<i>No content differences identified.</i>
<b>9-10.RC.6</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>RI.9-10.6</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.	

2023 Indiana Academics Standards and CCSS Correlation Guide: Grades 9-10 English/Language Arts

<b>9-10.RC.7</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>RI.9-10.8</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.	<i>No content differences identified.</i>
<b>9-10.RC.8</b>	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	<b>RI.9-10.9</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.	
<b>9-10.RC.9</b>	Use context to determine or clarify the meaning of words and phrases.	<b>L.9-10.4.A</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.	
<b>9-10.RC.10</b>	Analyze nuances in the meaning of words with similar denotations.	<b>L.9-10.5.B</b>	Analyze nuances in the meaning of words with similar denotations.	
<b>9-10.RC.11</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical, advocate, advocacy).	<b>L.9-10.4.B</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	

2023 Indiana Academics Standards and CCSS Correlation Guide: Grades 9-10 English/Language Arts

<b>9-10.RC.12</b>	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)	<b>RL.9-10.4</b>	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 specifies the analysis of works of literature.
<b>9-10.RC.13</b>	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.	<b>RL.9-10.4</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).	IAS specifies the use of nonfiction text.
<b>2023 Indiana Academic Standard</b>		<b>Common Core State Standard</b>		<b>Differences Between 2023 IAS and CCSS</b>
<b>Domain: Writing</b>				
<b>Number</b>	<b>Text</b>	<b>Number</b>	<b>Text</b>	<b>Description</b>
<b>9-10.W.1</b>	Write arguments in a variety of forms that: a. Introduce claim(s), distinguish the claim(s) from alternate or opposing	<b>W.9-10.1</b>	Write arguments to support claims with clear reasons and relevant evidence.	<i>No content differences identified.</i>
		<b>W.9-10.1.A</b>	Introduce claim(s) and organize the reasons and evidence clearly.	IAS requires students to establish clear relationships among claims

<p>claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Use rhetorical strategies to enhance the effectiveness of the claim.</p> <p>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.</p> <p>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.</p> <p>e. Establish and maintain a consistent style and tone appropriate for the purpose and audience.</p> <p>f. Provide a concluding</p>			and counterclaims and adds the use of rhetorical strategies to enhance a claim’s effectiveness.
	<b>W.9-10.1.B</b>	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	IAS requires students to develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both that is anticipatory of audience knowledge and concern.
	<b>W.9-10.1.C</b>	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	IAS requires students to use effective transitions to link major sections of the text.
	<b>W.9-10.1.D</b>	Establish and maintain a formal style.	IAS requires students to select a consistent style and tone appropriate for the purpose and audience.
	<b>W.9-10.1.E</b>	Provide a concluding statement or section that follows from the argument presented.	<i>No content differences identified.</i>

2023 Indiana Academics Standards and CCSS Correlation Guide: Grades 9-10 English/Language Arts

	statement or section that follows from and supports the argument presented. (E)			
<b>9-10.W.2</b>	<p>Write informative compositions on a variety of topics that:</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.</li> <li>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.</li> <li>c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Choose language and content-specific vocabulary that express ideas precisely</li> </ul>	<b>W.9-10.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	IAS requires students to write informative compositions.
		<b>W.9-10.2.A</b>	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	IAS introduces strategies for introducing and organizing a topic in grades six and seven. IAS requires the use of text features to aid comprehension in grades three through eight.
		<b>W.9-10.2.B</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	IAS specifies that students develop the topic using credible sources and examples appropriate to an audience's knowledge of the topic.
		<b>W.9-10.2.C</b>	Use appropriate transitions to clarify the relationships among ideas and concepts.	<i>No content differences identified.</i>
		<b>W.9-10.2.D</b>	Use precise language and domain-specific vocabulary to	IAS specifies that students express ideas precisely and

	<p>and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</p> <p>e. Establish and maintain a style appropriate for the purpose and audience.</p> <p>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)</p>		inform about or explain the topic.	concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
		<b>W.9-10.2.E</b>	Establish and maintain a formal style.	IAS requires students to select a consistent style and tone appropriate for the purpose and audience.
		<b>W.9-10.2.F</b>	Provide a concluding statement or section that follows from the information or explanation presented (e.g., articulating implications or the significance of the topic).	<i>No content differences identified.</i>
<b>9-10.W.3</b>	<p>Write narrative compositions in a variety of forms that:</p> <p>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.</p> <p>b. Create a smooth progression of experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, reflection, and</p>	<b>W.9-10.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<i>No content differences identified.</i>
		<b>W.9-10.3.A</b>	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	

<p>multiple plotlines to develop experiences, events, and/or characters.</p> <p>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>e. 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>f. Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)</p>	<p><b>W.9-10.3.B</b></p>	<p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>IAS adds using multiple points of view and multiple plotlines to develop experiences, events, and/or characters.</p>
	<p><b>W.9-10.3.C</b></p>	<p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><i>No content differences identified.</i></p>
	<p><b>W.9-10.3.D</b></p>	<p>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>IAS adds using precise words and phrases, telling details, and sensory language to convey a vivid picture of settings and/or characters.</p>
	<p><b>W.9-10.3.E</b></p>	<p>Provide a conclusion that follows from the narrated experiences or events.</p>	<p>IAS adds providing a conclusion that reflects on what is experienced, observed, or resolved over the course of the narrative.</p>



<b>9-10.W.4</b>	<p>Apply the writing process to all formal writing, including but not limited to argumentative, informative, and narrative.</p> <p>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.</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</p>	<b>W.9-10.4</b>	<p>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.)</p>	<p>IAS requires students to use appropriate reference materials when making revisions to their writing.</p>
		<b>W.9-10.5</b>	<p>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 on page 55.)</p>	<p>IAS specifies using a standard style guide framework for in-text documentation, formatting, and citations to properly credit sources in all writing types.</p>
		<b>W.9-10.6</b>	<p>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>No content differences identified.</i></p>

	writing types, utilizing multiple sources when appropriate.			
<b>9-10.W.5</b>	<p>Conduct 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>a. Formulate an inquiry question and refine and narrow the focus as research evolves.</li> <li>b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.</li> <li>c. Assess the usefulness of each source in answering the research question.</li> <li>d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.</li> <li>e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.</li> <li>f. Present information, choosing from a variety of</li> </ul>	<b>W.9-10.7</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.	<i>No content differences identified.</i>
		<b>W.9-10.8</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.	<i>No content differences identified.</i>
		<b>L.9-10.3A</b>	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	IAS adds presenting information, choosing from a variety of formats.

2023 Indiana Academics Standards and CCSS Correlation Guide: Grades 9-10 English/Language Arts

	formats. (E)		writing type.	
<b>9-10.W.6</b>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>a. Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.</p> <p>b. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis. (E)</p>	<b>L.9-10.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>No content differences identified.</i>
		<b>L.9-10.1.A</b>	Use parallel structure.	IAS adds forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
		<b>L.9-10.1.B</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.	The use of various types of phrases and clauses to convey meaning and add interest is unique to CCSS.
<b>9-10.W.7</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>a. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. (E)</p>	<b>L.9-10.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>No content differences identified.</i>
		<b>L.9-10.2.A</b>	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
		<b>L.9-10.2.B</b>	Use a colon to introduce a list or quotation.	IAS introduces using colons to introduce a list or quotation in

2023 Indiana Academics Standards and CCSS Correlation Guide: Grades 9-10 English/Language Arts

				grade six.
		<b>L.9-10.2.C</b>	Spell correctly.	<i>No content differences identified.</i>
<b>2023 Indiana Academic Standard</b>		<b>Common Core State Standard</b>		<b>Differences Between 2023 IAS and CCSS</b>
<b>Domain: Communication and Collaboration</b>				
<b>Number</b>	<b>Text</b>	<b>Number</b>	<b>Text</b>	<b>Description</b>
<b>9-10.CC.1</b>	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)	<b>SL.9-10.1</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.	<i>No content differences identified.</i>
<b>9-10.CC.2</b>	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)	<b>SL.9-10.1A</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.	IAS emphasizes students examining, analyzing, and reflecting on ideas under discussion by providing textual evidence to support or refute those ideas.

2023 Indiana Academics Standards and CCSS Correlation Guide: Grades 9-10 English/Language Arts

<b>9-10.CC.3</b>	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.	<b>SL.9-10.1.C</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.	<i>No content differences identified.</i>
<b>9-10.CC.4</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.	<b>SL.9-10.1.D</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.	<i>No content differences identified.</i>
<b>9-10.CC.5</b>	Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.	<b>SL.9-10.2</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.	<i>No content differences identified.</i>
<b>9-10.CC.6</b>	Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.	<b>SL.9-10.3</b>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	IAS specifies evaluating a speaker’s perspective.

2023 Indiana Academics Standards and CCSS Correlation Guide: Grades 9-10 English/Language Arts

<p><b>9-10.CC.7</b></p>	<p>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.</p>	<p><b>SL.9-10.4</b></p>	<p>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><i>No content differences identified.</i></p>
<p><b>9-10.CC.8</b></p>	<p>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)</p>	<p></p>	<p></p>	<p></p>