Indiana Department of Education

Grade 9-10 ELA Content Connectors

GRADES 9-10

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

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.

Indiana Academic Standards	Updated
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.	**9-10.RL.1.a.1:** Read a variety of grade-level appropriate literature.
	9-10.RL.1.a.2: Comprehend a variety of grade-level appropriate literature.
	9-10.RL.2.1.a.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly.

| 9-10.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text. | 9-10.RL.2.1.a.2: Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text. |

Indiana Academic Standards	Updated
9-10.RL.2.2: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	9-10.RL.2.2.a.1: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
	9-10.RL.2.2.a.2: Analyze how themes and central ideas emerge and are shaped and refined by specific details.
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.2.3.a.1: Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text and interact with other characters.
	9-10.RL.2.3.a.2: Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) advance the plot or develop the theme.
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) create such effects as mystery, tension, or surprise.	9-10.RL.3.1.a.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) create such effects as mystery, tension, or surprise.
9-10.RL.3.2: Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).	9-10.RL.3.2.a.1: Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).
9-10.RL.4.1: Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.	9-10.RL.4.1.a.1: Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.

9-10.RL.4.2: Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	**9-10.RL.4.2.a.1:** Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

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.

Indiana Academic Standards	Updated
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.	**9-10.RN.1.a.1:** Read a variety of nonfiction texts.
	9-10.RN.1.a.2: Comprehend a variety of nonfiction texts.
9-10.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	**9-10.RN.2.1.a.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly.
	9-10.RN.2.1.a.2: Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.
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 interact and build on one another to provide a complex analysis.	**9-10.RN.2.2.a.1:** Analyze in detail the development of two or more central ideas over the course of a text.
	9-10.RN.2.2.a.2: Analyze how central ideas interact and build on one another to provide a complex analysis.

9-10.RN.2.3: 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.	9-10.RN.2.3.a.1: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, and how they are introduced and developed.
	9-10.RN.2.3.a.2: Analyze connections that are drawn between a series of ideas or events.

Indiana Academic Standards	Updated
9-10.RN.3.2: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	9-10.RN.3.2.a.1: Analyze in detail how an author's ideas are developed and refined by particular sentences, paragraphs, or larger portions of a text.
	9-10.RN.3.2.a.2: Analyze in detail how an author's claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
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.RN.3.3.a.1: Determine an author's perspective or purpose in a text.
	9-10.RN.3.3.a.2: Analyze how an author uses rhetoric to advance that perspective or purpose.
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.RN.4.1.a.1: Delineate and evaluate the argument and specific claims in a text.
	9-10.RN.4.1.a.2: Assess whether the reasoning is valid and the evidence is relevant and sufficient.
	9-10.RN.4.1.a.3: Identify false statements and fallacious reasoning.

9-10.RN.4.2: 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.	9-10.RN.4.2.a.1: 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.
9-10.RN.4.3: Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	9-10.RN.4.3.a.1: Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

9-10.RV.1: Acquire and use accurately general 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.

Indiana Academic Standards	Updated
9-10.RV.1: Acquire and use accurately general 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.	9-10.RV.1.a.1: Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.
9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	9-10.RV.2.1.a.1: Use context to determine or clarify the meaning of words and phrases.
9-10.RV.2.3: Analyze nuances in the meaning of words with similar denotations.	9-10.RV.2.3.a.1: Identify words with similar denotations.
	9-10.RV.2.3.a.2: Analyze nuances in the meaning of words with similar denotations.

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).	**9-10.RV.2.4.a.1:** 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.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	**9-10.RV.2.5.a.1:** Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
	9-10.RV.2.5.a.2: Consult print and digital reference materials (e.g.,

Indiana Academic Standards	Updated
	dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
	9-10.RV.2.5.a.3: Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.
9-10.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	**9-10.RV.3.1.a.1:** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.
	9-10.RV.3.1.a.2: Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings as used in a literary text.
9-10.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	**9-10.RV.3.2.a.1:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.
	9-10.RV.3.2.a.2: Evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) in a nonfiction text.
9-10.RV.3.3: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	**9-10.RV.3.3.a.1:** Interpret figures of speech (e.g., euphemism, oxymoron) in context.
	9-10.RV.3.3.a.2: Analyze the role of figures of speech in the text.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*[ii]

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

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.

Indiana Academic Standards	Content Connectors
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.	**9-10.W.1.a.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences.
	9-10.W.1.a.2: Apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction text.
9-10.W.3.1: Write arguments in a variety of forms that – ● 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. ● 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.	**9-10.W.3.1.a.1:** Introduce precise claims and distinguish them from counter claims in argumentative writing.
	9-10.W.3.1.a.2: Develop claims and counterclaims giving evidence for each, including strengths and limitations in argumentative writing.

● 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.	**9-10.W.3.1.a.3:** Use effective transitions to link the major sections of the text between claims and counterclaims.
● Establish and maintain a consistent style and tone appropriate to purpose and audience.	**9-10.W.3.1.a.4:** Establish and maintain a consistent style and tone appropriate to purpose and audience.
● Provide a concluding statement or section that follows from and supports the argument presented.	**9-10.W.3.1.a.5:** Provide a concluding statement or paragraph that follows from and supports the argument presented.
	9-10.W.3.1.a.6: Write arguments in a variety of formats.
9-10.W.3.2: Write informative compositions on a variety of topics that –	**9-10.W.3.2.a.1:** Introduce a topic in informative compositions.
● 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.	**9-10.W.3.2.a.2:** Organize complex ideas, concepts, and information to make important connections and distinctions in informative compositions (e.g. including formatting, graphics, and multimedia to aid comprehension in informative compositions).
● 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.	**9-10.W.3.2.a.3:** Develop the topic with relevant facts, definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic in informative compositions.
● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**9-10.W.3.2.a.4:** Use appropriate and varied transitions to link the major sections of the text among complex ideas and concepts in informative compositions.
● 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.	**9-10.W.3.2.a.5:** Choose language and content-specific vocabulary to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy in informative compositions.
● Establish and maintain a style appropriate to the purpose and audience. ● 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).	**9-10.W.3.2.a.6:** Maintain a consistent style appropriate to the purpose and audience in informative compositions.
	9-10.W.3.2.a.7: Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.

	9-10.W.3.2.a.8: Write informative compositions on a variety of topics.
9-10.W.3.3: Write **narrative** compositions in a variety of forms that – ● 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. ● Use narrative techniques, (*e.g., dialogue, pacing, description, reflection, and multiple plot lines*), to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**9-10.W.3.3.a.1:** Engage and orient the reader by setting out a problem, situation, or observation in narrative compositions.
	9-10.W.3.3.a.2: Establish one or more points of view and introduce a narrator and/or characters in narrative compositions.
	9-10.W.3.3.a.3: Create a smooth progression of experiences or events in narrative compositions.
	9-10.W.3.3.a.4: Use narrative techniques to develop experiences, events, and/or characters in narrative compositions.
	9-10.W.3.3.a.5: Sequence events so they build on one another to create a coherent whole in narrative compositions.
	9-10.W.3.3.a.6: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters in narrative compositions.
	9-10.W.3.3.a.7: Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	9-10.W.3.3.a.8: Write narrative compositions in a variety of forms.
9-10.W.4: Apply the writing process to – ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant	**9-10.W.4.a.1:** Plan, draft, develop, revise, and rewrite to focus on the most significant information for a specific purpose and audience.
	9-10.W.4.a.2: Edit to produce and strengthen writing that is clear and coherent.

for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. ● 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).	**9-10.W.4.a.3:** Use technology to generate, produce, publish, and update individual or shared writing products.

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. ● Formulate an inquiry question, and refine and narrow the focus as research evolves. ● Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. ● Assess the usefulness of each source in answering the research question. ● Synthesize and integrate information into the text selectively to maintain the flow of ideas. ● Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. ● Present information, choosing from a variety of formats.	**9-10.W.5.a.1:** Formulate an inquiry question, and refine and narrow the focus as research evolves.
	9-10.W.5.a.2: Gather and annotate relevant information from multiple authoritative sources.
	9-10.W.5.a.3: Assess the usefulness of each source in answering the research question.
	9-10.W.5.a.4: Synthesize and integrate information into the text to maintain the flow of ideas.
	9-10.W.5.a.5: Avoid plagiarism and overreliance on any one source and follow a standard format (e.g. MLA, APA) for citation.
	9-10.W.5.a.6: Present information, choosing from a variety formats.
9-10.W.6.1: Demonstrate command of English grammar and usage, focusing on:	**9-10.W.6.1.a.1:** Effectively use English grammar.
9-10.W.6.1b: Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	**9-10.W.6.1b.a.1:** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
9-10.W.6.1e: Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	**9-10.W.6.1e.a.1:** Identify and use parallelism in writing to present items in a series.

9-10.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	**9-10.W.6.2.a.1:** Effectively use the conventions of standard English (capitalization, punctuation, and spelling).
9-10.W.6.2b: Punctuation – ☐ Using a semicolon and a conjuctive adverb to link two or more closely related independent clauses	**9-10.W.6.2b.a.1:** Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.[iii]*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

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.

Indiana Academic Standards	Content Connectors
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.	
9-10.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	**9-10.SL.2.1.a.1:** Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.
	9-10.SL.2.1.a.2: Summarize points of agreement and disagreement within a discussion on a given topic or text.

	9-10.SL.2.1.a.3: Use evidence and reasoning presented in discussion on a topic or text to make new connections with own view or understanding.
	9-10.SL.2.1.a.4: Work with peers to set rules for collegial discussions and decision-making.
	9-10.SL.2.1.a.5: Actively seek the ideas or opinions of others in a discussion on a given topic or text.
	9-10.SL.2.1.a.6: Engage appropriately in discussion with others who have a diverse or divergent perspective.

Indiana Academic Standards	Content Connectors
9-10.SL.2.2: Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.	
9-10.SL.2.3: 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.	9-10.SL.2.3.a.1: Work with peers to set rules for collegial discussions and decision-making.
9-10.SL.2.4: 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.	9-10.SL.2.4.a.1: Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.
	9-10.SL.2.4.a.2: Actively seek the ideas or opinions of others in a discussion on a given topic or text.
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.SL.2.5.a.1: Summarize points of agreement and disagreement within a discussion on a given topic or text.
	9-10.SL.2.5.a.2: Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
	9-10.SL.2.5.a.3: Engage appropriately in discussion with others who have a diverse or divergent perspective.

9-10.SL.3.1: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	**9-10.SL.3.1.a.1:** Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.
9-10.SL.3.2: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**9-10.SL.3.2.a.1:** Determine the speaker's point of view or purpose in a text.
	9-10.SL.3.2.a.2: Determine what arguments the speaker makes.
	9-10.SL.3.2.a.3: Evaluate the evidence used to make the argument.
	9-10.SL.3.2.a.4: Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning, or exaggeration.

Indiana Academic Standards	Content Connectors
9-10.SL.4.1: 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.	**9-10.SL.4.1.a.1:** Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.
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 add interest and enhance understanding of findings, reasoning, and evidence.	**9-10.SL.4.2.a.1:** Report on a topic using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.

MEDIA   LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.[iv]*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

9-10.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Indiana Academic Standards	Content Connectors
9-10.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	**9-10.ML.1.a.1:** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
9-10.ML.2.1: Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.	**9-10.ML.2.1.a.1:** Analyze how media include or exclude information from visual messages to achieve a desired result.
	9-10.ML.2.1.a.2: Analyze how media include or exclude information from verbal messages to achieve a desired result.
9-10.ML.2.2: Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.	**9-10.ML.2.2.a.1:** Interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.
	9-10.ML.2.2.a.2: Analyze the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.

[i] Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf. [ii] Ibid. [iii] Ibid.
[iv] Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf