

Indiana Curriculum Matrix for English Language Arts

Please note that in the matrix below some ISTEP+ Low (L) priority designations are denoted as L*. This particular designation deserves a review by Indiana educators because the learning expectations denoted L* may not lend themselves to paper and pencil testing. However, students may need these skills or knowledge to gain the highest possible point value assigned to particular test items, i.e., the L* designation of a learning expectation may be indirectly associated with an eligible test item.

Indiana Language Arts Literacy Standards/Strands/Learning Expectations Grade 10	Common Core English Language Arts Standards Strands/CCRS/CCS Grades 9-10	National Essential Skills Study (NESS) Rankings Rank		NESS	EAC	Priority
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.						
Vocabulary and Concept Development						
10.1.1 Understand technical vocabulary in subject area reading.	<u>Reading Standards for Informational Text</u> Craft and Structure 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). <u>Language Standards</u> Vocabulary Acquisition and Use 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.	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	M	H

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10.1.2 Distinguish between what words mean literally and what they imply, and interpret what words imply.	<p align="center">Language Standards</p> <p align="center">Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	M	H
10.1.3 Use the knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words (<i>Wednesday/Odin, Thursday/Thor</i>).	<p align="center">Language Standards</p> <p align="center">Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p>	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	M	H

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10.1.4 Identify and use the literal and figurative meanings of words and understand origins of words.	<p align="center">Language Standards</p> <p align="center">Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>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.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			
		E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	H	M	H

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<p>Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 10, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.</p>						
<p>Structural Features of Informational and Technical Materials</p>						
<p>10.2.1 Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.</p>	<p><u>Reading Standards for Informational Text</u> Craft and Structure 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). Range of Reading and Level of Text Complexity 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.</p>	E20	Understand the nature and purpose of a variety of technical formats (essays, business letters, memos, investigative reports, brochures, critiques, instructions, policy statements, technical proposals, lab reports, etc.) and write in these formats.	M	H	H

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Analysis of Grade-Level-Appropriate Nonfiction and Informational Text						
10.2.2 Extend — through original analysis, evaluation, and elaboration — ideas presented in primary or secondary sources.	<p><u>Reading Standards for Informational Text</u> Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 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. 	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.	H	H	H
E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.					
10.2.3 Demonstrate use of sophisticated technology by following technical directions.	<i>There is no Indiana English Language Arts Learning Expectation-Common Core alignment.</i>	E32	Evaluate the logic and organization of technical or other nonfiction texts for clarity and effectiveness in describing a set of directions or procedures.	M	H	H