

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 9	National Essential Skills Study (NESS) Rankings Rank	ISTEP+ Grade 10	NESS	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					
9.1.1 Identify and use the literal and figurative meanings of words and understand the origins of words.	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.	M	H	H
9.1.2 Distinguish between what words mean literally and what they imply and interpret what the words imply.	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.	M	H	H
9.1.3 Use knowledge of mythology (Greek, Roman, and others mythologies) to understand the origin and meaning of new words.	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.	M	H	H
	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.			

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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 9, 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.					
Structural Features of Informational and Technical Materials					
9.2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	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.	H	M	H
	E25	Write in various formats such as learning logs, laboratory reports, note-taking, response journals, organizers, and portfolios.			
9.2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents, such as consumer, government, workplace and others.	E27	Use and cite documented research in both print and nonprint presentations.	L*	M	M
Analysis of Grade-Level-Appropriate Nonfiction and Informational Text					
9.2.3 Generate relevant questions about readings on issues or topics that can be researched.	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).	L*	H	M
9.2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.	H	M	H
9.2.5 Demonstrate use of technology by following directions in technical manuals.	E32	Evaluate the logic and organization of technical or other nonfiction texts for clarity and effectiveness in describing a set of directions or procedures.	L*	M	M
9.2.8 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.	E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.	H	H	H