

English Language Arts Grade 10 GLE Assurance Checklist

GLE	Date(s) Addressed
Standard 1: Reading and Responding	
01. Extend basic and technical vocabulary using a variety of strategies, including:	
a. analysis of an author's word choice	
b. use of related forms of words	
c. analysis of analogous statements (ELA-1-H1)	
d. tracing etymology (ELA-1-H1)	
02. Analyze the development of story elements, including:	
a. characterization	
b. plot and subplot(s)	
c. theme	
d. mood/atmosphere (ELA-1-H2)	
03. Analyze the significance within a context of literary devices, including:	
a. imagery	
b. symbolism	
c. flashback	
d. foreshadowing	
e. irony, ambiguity, contradiction	
f. allegory	
g. tone	
h. dead metaphor	
i. personification, including pathetic fallacy (ELA-1-H2)	
04. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:	
a. short stories/novels	
b. nonfiction works	
c. five-act plays	
d. poetry/epics	
e. film/visual texts	
f. consumer/instructional materials	
g. public documents (ELA-1-H3)	
05. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)	
Standard 6: Reading and Responding	
06. Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)	
07. Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2)	
08. Analyze recurrent themes in world literature (ELA-6-H2)	
09. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:	
a. essays by early and modern writers	
b. lyric, narrative, and dramatic poetry	
c. drama, including ancient, Renaissance, and modern	
d. short stories, novellas, and novels	
e. biographies and autobiographies	
f. speeches (ELA-6-H3)	
10. Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:	
a. an essay expresses a point of view	
b. a legend chronicles the life of a cultural hero	
c. a short story or novel provides a vicarious life experience (ELA-6-H4)	
Standard 7: Reading and Responding	
11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:	
a. summarizing and paraphrasing information and story elements	
b. comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information)	
c. comparing and contrasting complex literary elements, devices, and ideas within and	

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d. across texts	
d. examining the sequence of information and procedures in order to critique the logic or development of ideas in texts	
e. making inferences and drawing conclusions	
f. making predictions and generalizations (ELA-7-H1)	
12. Solve problems using reasoning skills, including:	
a. using supporting evidence to verify solutions	
b. analyzing the relationships between prior knowledge and life experiences and information in texts	
c. using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)	
13. Use knowledge of an author's background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived (ELA-7-H3)	
14. Evaluate the effects of an author's life in order to interpret universal themes and messages across different works by the same author (ELA-7-H3)	
15. Analyze information within and across grade-appropriate texts using various reasoning skills, including:	
a. identifying cause-effect relationships	
b. raising questions	
c. reasoning inductively and deductively	
d. generating a theory or hypothesis	
e. distinguishing facts from opinions and probability (ELA-7-H4)	
Standard 2: Writing	
16. Develop organized, coherent paragraphs that include the following:	
a. topic sentences	
b. logical sequence	
c. transitional words and phrases	
d. appropriate closing sentences	
e. parallel construction where appropriate (ELA-2-H1)	
17. Develop multiparagraph compositions organized with the following:	
a. a clearly stated central idea/thesis statement	
b. a clear, overall structure that includes an introduction, a body, and an appropriate conclusion	
c. supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)	
d. transitional words and phrases that unify throughout (ELA-2-H1)	
18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:	
a. word choices appropriate to the identified audience and/or purpose	
b. vocabulary selected to clarify meaning, create images, and set a tone	
c. information/ideas selected to engage the interest of the reader	
d. clear voice (individual personality) (ELA-2-H2)	
19. Develop complex compositions using writing processes, including:	
a. selecting topic and form	
b. determining purpose and audience	
c. prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)	
d. drafting	
e. conferencing (e.g., with peers and teachers)	
f. revising for content and structure based on feedback	
g. proofreading/editing to improve conventions of language	
h. publishing using technology (ELA-2-H3)	
20. Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4)	
21. Use all modes to write complex compositions, including:	
a. comparison/contrast of ideas and information in reading materials or current issues	
b. literary analyses that compare and contrast multiple texts	

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c. editorials on current affairs (ELA-2-H4)	
22. Develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5)	
23. Develop individual writing style that includes the following:	
a. a variety of sentence structures (e.g., parallel or repetitive) and lengths	
b. diction selected to create a tone and set a mood	
c. selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)	
24. Write for various purposes, including:	
a. formal and business letters, such as letters of complaint and requests for information	
b. letters to the editor	
c. job applications	
d. text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)	
Standard 3: Writing/Proofreading	
25. Apply standard rules of sentence formation, avoiding common errors, such as:	
a. fragments	
b. run-on sentences	
c. syntax problems (ELA-3-H2)	
26. Apply standard rules of usage, including:	
a. making subjects and verbs agree	
b. using verbs in appropriate tenses	
c. making pronouns agree with antecedents	
d. using pronouns in appropriate cases (e.g., nominative and objective)	
e. using adjectives in comparative and superlative degrees	
f. using adverbs correctly	
g. avoiding double negatives (ELA-3-H2)	
27. Apply standard rules of mechanics, including:	
a. using commas to set off appositives or parenthetical phrases	
b. using quotation marks to set off titles of short works	
c. using colons preceding a list and after a salutation in a business letter	
d. using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2)	
28. Use correct spelling conventions when writing and editing (ELA-3-H3)	
29. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings (ELA-3-H3)	
Standard 4: Speaking & Listening	
30. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)	
31. Select language appropriate to specific purposes and audiences, including:	
a. delivering informational/book reports in class	
b. conducting interviews/surveys of classmates or the general public	
c. participating in class discussions (ELA-4-H1)	
32. Listen to detailed oral instructions and presentations and carry out complex procedures, including:	
a. taking accurate notes	
b. writing summaries or responses	
c. forming groups (ELA-4-H2)	
33. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)	
34. Deliver oral presentations that include the following:	
a. volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response	
b. language choices adjusted to suit the content and context	
c. an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3)	
35. Use active listening strategies, including:	
a. monitoring message for clarity	
b. selecting and organizing essential information	

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c. noting cues such as changes in pace	
d. generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4)	
36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)	
37. Analyze media information in oral and written responses, including:	
a. comparing and contrasting the ways in which print and broadcast media cover the same event	
b. evaluating media messages for clarity, quality, effectiveness, motive, and coherence	
c. listening to and critiquing audio/video presentations (ELA-4-H5)	
38. Participate in group and panel discussions, including:	
a. identifying the strengths and talents of other participants	
b. acting as facilitator, recorder, leader, listener, or mediator	
c. evaluating the effectiveness of participants' performances (ELA-4-H6)	
Standard 5: Information Resources	
39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:	
a. print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes	
b. electronic texts such as database keyword searches, search engines, and e-mail addresses (ELA-5-H1)	
40. Locate, analyze, and synthesize information from grade-appropriate resources, including:	
a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)	
b. electronic sources (e.g., Web sites and databases)	
c. other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)	
41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)	
42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:	
a. formulating clear research questions	
b. using research methods to gather evidence from primary and secondary sources	
c. using graphic organizers (e.g., outlining, charts, timelines, webs)	
d. compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)	
43. Write a variety of research reports, which include the following:	
a. research that supports the main ideas	
b. facts, details, examples, and explanations from multiple sources	
c. graphics when appropriate	
d. complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies) (ELA-5-H3)	
44. Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)	
45. Follow acceptable use policy to document sources in research reports using various formats, including:	
a. preparing extended bibliographies of reference materials	
b. integrating quotations and citations while maintaining flow of ideas	
c. using standard formatting for source acknowledgment according to a specified style guide	
d. using parenthetical documentation following <i>MLA Guide</i> within a literature-based research report (ELA-5-H5)	
46. Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)	