

**English Language Arts Grade 9- GLE Assurance Checklist**

GLE	Date(s) Addressed
<b>Standard 1: Reading and Responding</b>	
01. Extend basic and technical vocabulary using a variety of strategies, including:	
a. use of context clues	
b. use of knowledge of Greek and Latin roots and affixes	
c. use of denotative and connotative meanings	
d. tracing etymology (ELA-1-H1)	
02. Identify and explain story elements, including:	
a. the author's use of direct and indirect characterization	
b. the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader	
c. the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2)	
03. Identify and explain the significance of literary devices, including:	
a. mixed metaphors	e. foreshadowing
b. imagery	f. sarcasm/irony
c. symbolism	g. implied metaphors
d. flashback	h. oxymoron
04. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:	
a. nonfiction works	e. film/visual texts
b. short stories/novels	f. consumer/instructional materials
c. five-act plays	g. public documents (ELA-1-H3)
d. poetry/epics	
05. Explain ways in which ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos, literary texts) connect to real-life situations and other texts (ELA-1-H4)	
<b>Standard 6: Reading and Responding</b>	
06. Compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)	
07. Identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (ELA-6-H2)	
08. Identify and explain recurrent themes in world literature (ELA-6-H2)	
09. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:	
a. essays by early and modern writers	
b. epic poetry such as <i>The Odyssey</i>	
c. forms of lyric and narrative poetry such as ballads and sonnets	
d. drama, including ancient, Renaissance, and modern	
e. short stories and novels	
f. biographies and autobiographies (ELA-6-H3)	
10. Identify and explain in oral and written responses 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)	
<b>Standard 7: Reading and Responding</b>	
11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:	
a. summarizing and paraphrasing information and story elements	
b. comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information	
c. comparing and contrasting complex literary elements, devices, and ideas within and 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)	

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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. Identify and explain the impact of an author's life on themes and issues of a single text or multiple texts by the same author (ELA-7-H3)	
14. 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)	
<b>Standard 2: Writing</b>	
15. 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)	
16. Develop multiparagraph compositions organized with the following:	
a. a clearly stated central idea or 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)	
17. 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)	
18. Develop complex compositions using writing processes, including:	
a. selecting topic and form (e.g., determining a purpose and audience)	
b. prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)	
c. drafting	
d. conferencing (e.g., peer and teacher)	
e. revising for content and structure based on feedback	
f. proofreading/editing to improve conventions of language	
g. publishing using technology (ELA-2-H3)	
19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H4)	
20. Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including:	
a. literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony	
b. vocabulary and phrasing that reflect an individual character (voice)	
c. a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5)	
21. 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)	

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<b>Standard 3: Writing/Proofreading</b>	
22. Apply standard rules of sentence formation, avoiding common errors, such as:	
a. fragments	
b. run-on sentences	
c. syntax problems (ELA-3-H2)	
23. 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 appropriately in nominative, objective, and possessive cases	
e. using adjectives in comparative and superlative degrees and adverbs correctly	
f. avoiding double negatives	
g. using all parts of speech appropriately (ELA-3-H2)	
24. 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 standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2)	
25. Use correct spelling conventions when writing and editing (ELA-3-H3)	
26. 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)	
<b>Standard 4: Speaking &amp; Listening</b>	
27. Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1)	
28. Select language appropriate to specific purposes and audiences when speaking, 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)	
29. Listen to oral instructions and presentations, speeches, discussions, and carry out procedures, including:	
a. taking accurate notes	
b. writing summaries or responses	
c. forming groups (ELA-4-H2)	
30. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)	
31. Deliver oral presentations that include the following:	
a. phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response	
b. language choices selected to suit the content and context	
c. an organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3)	
32. Use active listening strategies, including:	
a. monitoring messages for clarity	
b. selecting and organizing essential information	
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)	
33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)	
34. Analyze media information in oral and written responses, including:	
a. summarizing the coverage of a media event	
b. comparing messages from different media (ELA-4-H5)	
35. 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 participant's performance (ELA-4-H6)	

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<b>Standard 5: Information Resources</b>	
36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including:	
a. print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references)	
b. electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)	
37. Locate, analyze, and synthesize information from a variety of 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, databases)	
c. other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)	
38. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2)	
39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:	
a. formulating clear research questions	
b. gathering 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 formal papers or presentations (ELA-5-H3)	
40. Write a variety of research reports, which include the following:	
a. research supporting the main ideas	
b. facts, details, examples, and explanations from sources	
c. graphics when appropriate	
d. complete documentation (e.g., endnotes, parenthetical citations, works cited lists or bibliographies) (ELA-5-H3)	
41. Use word processing and/or other technology (e.g., illustration, page-layout, Web-design programs) to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (LA-5-H4)	
42. Give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including:	
a. using parenthetical documentation to integrate quotes and citations	
b. preparing bibliographies and/or works cited list (ELA-5-H5)	
43. Analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)	