Reading and Responding

Standard 1:
1. Extend basic and technical vocabulary using a variety of strategies, including:
   - use of context clues
   - use of knowledge of Greek and Latin roots and affixes
   - use of denotative and connotative meanings
   - tracing etymology (ELA-1-H1)
2. Identify and explain story elements, including:
   - the author’s use of direct and indirect characterization
   - the author’s pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader
   - the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2)
3. Identify and explain the significance of literary devices, including:
   - mixed metaphors
   - imagery
   - symbolism
   - flashback
   - foreshadowing
   - sarcasm/irony
   - implied metaphors
   - oxymoron (ELA-1-H2)
4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:
   - nonfiction works
   - short stories/novels
   - five-act plays
   - poetry/epics
   - film/visual texts
   - consumer/instructional materials
   - public documents (ELA-1-H3)
5. 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)

Standard 6:
6. Compare/contrast cultural elements including a group’s history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)
7. Identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (ELA-6-H2)
8. Identify and explain recurrent themes in world literature (ELA-6-H2)
9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:
   - essays by early and modern writers
   - epic poetry such as The Odyssey
   - forms of lyric and narrative poetry such as ballads and sonnets
   - drama, including ancient, Renaissance, and modern
   - short stories and novels
   - 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:
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• an essay expresses a point of view
• a legend chronicles the life of a cultural hero
• a short story or novel provides a vicarious life experience (ELA-6-H4)

Standard 7:
11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
   • summarizing and paraphrasing information and story elements
   • comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information
   • comparing and contrasting complex literary elements, devices, and ideas within and across texts
   • examining the sequence of information and procedures in order to critique the logic or development of ideas in texts
   • making inferences and drawing conclusions
   • making predictions and generalizations (ELA-7-H1)

12. Solve problems using reasoning skills, including:
   • using supporting evidence to verify solutions
   • analyzing the relationships between prior knowledge and life experiences and information in texts
   • 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:
   • identifying cause-effect relationships
   • raising questions
   • reasoning inductively and deductively
   • generating a theory or hypothesis
   • distinguishing facts from opinions and probability (ELA-7-H4)

Writing

Standard 2:
15. Develop organized, coherent paragraphs that include the following:
   • topic sentences
   • logical sequence
   • transitional words and phrases
   • appropriate closing sentences
   • parallel construction where appropriate (ELA-2-H1)

16. Develop multiparagraph compositions organized with the following:
   • a clearly stated central idea or thesis statement
   • a clear, overall structure that includes an introduction, a body, and an appropriate conclusion
   • 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)
   • 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:
   • word choices appropriate to the identified audience and/or purpose
   • vocabulary selected to clarify meaning, create images, and set a tone
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- information/ideas selected to engage the interest of the reader
- clear voice (individual personality) (ELA-2-H2)

18. Develop complex compositions using writing processes, including:
   - selecting topic and form (e.g., determining a purpose and audience)
   - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)
   - drafting
   - conferencing (e.g., peer and teacher)
   - revising for content and structure based on feedback
   - proofreading/editing to improve conventions of language
   - 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:
   - literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony
   - vocabulary and phrasing that reflect an individual character (voice)
   - a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5)

21. Write for various purposes, including:
   - formal and business letters, such as letters of complaint and requests for information
   - letters to the editor
   - job applications
   - text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)

Writing/Proofreading

Standard 3:

22. Apply standard rules of sentence formation, avoiding common errors, such as:
   - fragments
   - run-on sentences
   - syntax problems (ELA-3-H2)

23. Apply standard rules of usage, including:
   - making subjects and verbs agree
   - using verbs in appropriate tenses
   - making pronouns agree with antecedents
   - using pronouns appropriately in nominative, objective, and possessive cases
   - using adjectives in comparative and superlative degrees and adverbs correctly
   - avoiding double negatives
   - using all parts of speech appropriately (ELA-3-H2)

24. Apply standard rules of mechanics, including:
   - using commas to set off appositives or parenthetical phrases
   - using quotation marks to set off titles of short works
   - using colons preceding a list and after a salutation in a business letter
   - 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)

Speaking and Listening

**Standard 4:**
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:
   - delivering informational/book reports in class
   - conducting interviews/surveys of classmates or the general public
   - participating in class discussions (ELA-4-H1)
29. Listen to oral instructions and presentations, speeches, discussions, and carry out procedures, including:
   - taking accurate notes
   - writing summaries or responses
   - 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:
   - phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response
   - language choices selected to suit the content and context
   - an organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3)
32. Use active listening strategies, including:
   - monitoring messages for clarity
   - selecting and organizing essential information
   - noting cues such as changes in pace
   - 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:
   - summarizing the coverage of a media event
   - comparing messages from different media (ELA-4-H5)
35. Participate in group and panel discussions, including:
   - identifying the strengths and talents of other participants
   - acting as facilitator, recorder, leader, listener, or mediator
   - evaluating the effectiveness of participant’s performance (ELA-4-H6)

Information Resources

**Standard 5:**
36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including:
   - print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references)
   - 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:
   - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)
   - electronic sources (e.g., Web sites, databases)
   - 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:
   - formulating clear research questions
   - gathering evidence from primary and secondary sources
   - using graphic organizers (e.g., outlining, charts, timelines, webs)
   - 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:
   - research supporting the main ideas
   - facts, details, examples, and explanations from sources
   - graphics when appropriate
   - 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 (ELA-5-H4)

42. Give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including:
   - using parenthetical documentation to integrate quotes and citations
   - 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)