

**Galway ELA Curriculum Guide**  
**9<sup>th</sup> Grade**

**READING:**

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Locate and use school and public library resources for information and research
  - define a purpose for reading by asking questions about what they need to know for their research
- Use specialized reference sources, such as glossaries and directories
- Read and follow written, complex directions and procedures to solve problems and accomplish tasks
  - demonstrate task awareness by employing flexible strategies
- Skim texts to gain an overall impression and scan texts for particular information
  - focus on key words and phrases to generate research questions
- Recognize the defining features and structures of informational texts
- Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites
- Identify and evaluate the validity of informational sources, with assistance
- Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
- Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies
  - employ a range of post-reading practices

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays)
  - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
- Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
- Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work
  - check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements
- Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode
- Compare a film, video, or stage version of a literary work with the written version
- Read literary texts aloud to convey an interpretation of the work
  - engage in a variety of shared reading experiences, such as choral reading and reader's theatre
- Read works with a common theme and compare the treatment of that theme by different authors
- Interpret multiple levels of meaning in text
- Recognize relevance of literature to personal events and situations

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Form opinions and make judgments about the accuracy of information and personal texts
- Generate a list of significant questions to assist with analysis of text
- Analyze and evaluate nonfiction texts
  - determine the significance and reliability of information
  - focus on key words/phrases that signal that the text is heading in a particular direction
- Analyze and evaluate poetry to recognize the use and effect of
  - rhythm, rhyme, and sound pattern
  - repetition
  - differences between language of the poem and everyday language of readers
- Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements
- Analyze and evaluate fiction, including
  - the development of a central idea or theme
  - the development of characters and their actions
  - the elements of the plot, such as conflict, climax, and resolution
  - the significance of the title
- Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective
- Select, reject, and reconcile ideas and information in light of prior knowledge and experiences

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts

- Consider the age, gender, social position, and cultural traditions of the writer
- Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication

### **WRITING:**

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Use both primary and secondary sources of information for research
- Select and limit topics for informational writing, with assistance
- Analyze data and facts to communicate information
- Take notes from written and oral texts, such as lectures and interviews
- Use a range of organizational strategies to present information
- Apply new information in different contexts and situations
- Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet
- Define the meaning of and understand the consequences of plagiarism
- Use paraphrase and quotation in order to communicate information most effectively
- Use charts, graphs, or diagrams to illustrate informational text
- Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography
- Maintain a portfolio that includes informational writing

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Write original literary texts
  - use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader
  - maintain consistent point of view, including first-person, third-person, or omniscient narrator
  - create a personal voice
- Write interpretive and responsive essays of approximately three pages to
  - express judgments and support them through references to the text, using direct quotations and paraphrase
  - explain how the author's use of literary devices affects meaning
  - engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
  - compare and contrast the treatment of literary elements in different genres and by more than one author
- Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
- Maintain a portfolio that includes literary, interpretive, and responsive writing

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
- Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences
- Use strategies designed to influence or persuade in advertisements
- Maintain a writing portfolio that includes writing for critical analysis and evaluation

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)
- Respect the age, gender, and cultural traditions of the recipient
- Write and share personal reactions to experiences, events, and observations, using a form of social communication
- Identify and model the social communication techniques of published authors
- Distinguish between the conventions of academic writing and the conventions of email
- Maintain a portfolio that includes writing for social interaction

### **LISTENING:**

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Interpret information from media presentations, such as news broadcasts and taped interviews
- Listen to and follow complex directions or instructions
- Identify the speaker's purpose and motive for communicating information
- Recognize appropriate voice and tone

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Interpret and respond to texts and performances from a variety of genres, authors, and subjects
- Respond to authors' reading and discussing their works

- Recognize features of literary genres in interpreting presentations of literary text
- Recognize historical and contemporary social and cultural conditions in presentation of literary texts
- Connect literary texts to prior knowledge, personal experience, and contemporary situations
- Identify multiple levels of meaning in presentation of literary texts

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Recognize and acknowledge various perspectives on issues of local and national concern
- Determine points of view
- Use prior knowledge, as well as the perspectives of other individuals, groups, and recognized experts, to analyze and evaluate presentations
- Evaluate the content and organization of the presentations, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details
- Evaluate the possible bias of the speaker, in order to judge the validity of the content
- Recognize the use of protocols and traditional practices in public speaking

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers
- Respect age, gender, social position, and cultural traditions of the speaker
- Listen for multiple levels of meaning, articulated and unspoken
- Encourage the speaker with appropriate facial expressions and gestures
- Withhold judgment
- Appreciate the speaker's uniqueness

### **SPEAKING:**

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Prepare and give presentations on a range of informational topics
- Use notes or speaking points to assist in delivery
- Express a point of view, providing supporting facts
- Give directions and explain a process

**Standard 2:** Students **will read, write, listen, and speak for literary response and expression**.

- Express opinions and support them through references to the text
  - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
- Describe the features of the genre to interpret and respond to literary text
- Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response
- Use media to support presentation of original and interpretive texts
- Ask and respond to questions and follow-up questions to clarify interpretation
  - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles
- Articulate personal opinions to clarify stated positions
- Present content that is clearly organized and based on knowledge of audience needs and interests
- Present arguments from different perspectives
- Speak extemporaneously to clarify or elaborate
- Respond to constructive criticism
- Use visuals and technology to enhance presentation
- Ask and respond to questions to seek clarity

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Speaking informally with familiar and unfamiliar people, individually and in group settings
- Respect the age, gender, social position, and cultural traditions of the listener
- Provide feedback by asking questions designed to encourage further conversation
- Respond to the listener's interests, needs, and reactions to social conversations
- Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting
- Select language and behavior appropriate to the purpose, occasion, and listener
- Adopt the conventions of email to establish friendly tone in electronic-based social communication
- Respond respectfully

