

**Side-by-Side Comparison of the Texas Educational Knowledge and Skills (TEKS)
and Louisiana Grade Level Expectations (GLEs)**

ENGLISH LANGUAGE ARTS: Grade 9

TEKS	Comments	Louisiana GLE
(9.1) Writing/Purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.		
(9.1.A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories;		<p>19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H4),</p> <p>21. Write for various purposes, including:</p> <ul style="list-style-type: none"> - 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)
(9.1.B) write in a voice and style appropriate to audience and purpose; and		<p>17. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:</p> <ul style="list-style-type: none"> - word choices appropriate to the identified audience and/or purpose - vocabulary selected to clarify meaning, create images, and set a tone - information/ideas selected to engage the interest of the reader - clear voice (individual personality) (ELA-2-H2) <p>21. Write for various purposes, including:</p> <ul style="list-style-type: none"> - 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)
(9.1.C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.		<p>15. Develop organized, coherent paragraphs that include the following:</p> <ul style="list-style-type: none"> - topic sentences

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		<ul style="list-style-type: none"> - logical sequence - transitional words and phrases - appropriate closing sentences - parallel construction where appropriate (ELA-2-H1) <p>16. Develop multiparagraph compositions organized with the following:</p> <ul style="list-style-type: none"> - 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)
(9.2) Writing/Writing Processes. The student uses recursive writing processes when appropriate.		
(9.2.A) use prewriting strategies to generate ideas, develop voice, and plan;		<p>18. Develop complex compositions using writing processes, including:</p> <ul style="list-style-type: none"> - 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)
(9.2.B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	<i>Implied</i>	<p>18. Develop complex compositions using writing processes, including:</p> <ul style="list-style-type: none"> - 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)

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(9.2.C) proofread writing for appropriateness of organization, content, style, and conventions;		18. Develop complex compositions using writing processes, including: <ul style="list-style-type: none"> - 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)
(9.2.D) refine selected pieces frequently to publish for general and specific audiences;		18. Develop complex compositions using writing processes, including: <ul style="list-style-type: none"> - 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)
(9.2.E) use technology for aspects of creating, revising, editing, and publishing.		18. Develop complex compositions using writing processes, including: <ul style="list-style-type: none"> - 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)
(9.3) Writing/Grammar/Usage/Conventions/Spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively.		
(9.3.A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;		24. Apply standard rules of mechanics, including: <ul style="list-style-type: none"> - 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

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		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)
(9.3.B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;		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)
(9.3.C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;		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) 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)
(9.3.D) produce error-free writing in the final draft.	<i>Implied</i>	18. Develop complex compositions using writing processes,

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		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)
(9.4) Writing/Inquiry/Research. The student uses writing as a tool for learning.		
(9.4.A) use writing to formulate questions, refine topics, and clarify ideas;	<i>Implied</i>	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)
(9.4.B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;		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)
(9.4.C) compile information from primary and secondary sources in systematic ways using available technology;	<i>Implied</i>	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) 39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including: - formulating clear research questions

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		<ul style="list-style-type: none"> - 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) <p>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)</p>
(9.4.D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;		<p>40. Write a variety of research reports, which include the following:</p> <ul style="list-style-type: none"> - 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)
(9.4.E) use writing as a study tool to clarify and remember information;	<i>Implied, Not Specifically Addressed (NSA)</i>	<p>21. Write for various purposes, including:</p> <ul style="list-style-type: none"> - 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)
(9.4.F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions;		<p>40. Write a variety of research reports, which include the following:</p> <ul style="list-style-type: none"> - 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)
(9.4.G) analyze strategies that writers in different fields use to compose.	<i>Implied</i>	<p>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)</p>
(9.5) Writing/Evaluation. The student evaluates his/her own writing and the writings of others.		
(9.5.A) evaluate writing for both mechanics and content; and		<p>18. Develop complex compositions using writing processes,</p>

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		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)
(9.5.B) respond productively to peer review of his/her own work.	<i>Implied</i>	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)
(9.6) Reading/Word Identification/Vocabulary Development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary.		
(9.6.A) expand vocabulary through wide reading, listening, and discussing;		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)
(9.6.B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;		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)
(9.6.C) apply meanings of prefixes, roots, and suffixes in order to comprehend;		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

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		<ul style="list-style-type: none"> - use of denotative and connotative meanings - tracing etymology (ELA-1-H1)
(9.6.D) research word origins, including Anglo-Saxon, Latin, and Greek words;		1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> -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)
(9.6.E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; and	<i>Implied</i>	1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> -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)
(9.6.F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.		1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> -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)
(9.7) Reading/Comprehension. The student comprehends selections using a variety of strategies.		
(9.7.A) establish a purpose for reading such as to discover, interpret, and enjoy;	<i>NSA</i>	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)
(9.7.B) draw upon his/her own background to provide connection to texts;	<i>Implied</i>	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) 12. Solve problems using reasoning skills, including: <ul style="list-style-type: none"> - 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)
(9.7.C) monitor reading strategies and modify them when	<i>Implied</i>	5. Explain ways in which ideas and information in a variety of

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understanding breaks down such as rereading, using resources, and questioning;		<p>texts (e.g., scientific reports, technical guidelines, business memos, literary texts) connect to real-life situations and other texts (ELA-1-H4)</p> <p>12. Solve problems using reasoning skills, including:</p> <ul style="list-style-type: none"> - 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)
(9.7.D) construct images such as graphic organizers based on text descriptions and text structures;	<i>(NSA)</i>	
(9.7.E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering;	<i>Implied</i>	<p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - 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) <p>14. Analyze information within and across grade-appropriate texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> - identifying cause-effect relationships - raising questions - reasoning inductively and deductively - generating a theory or hypothesis - distinguishing facts from opinions and probability (ELA-7-H4)
(9.7.F) identify main ideas and their supporting details;		<p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - 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,

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		<p>devices, and ideas within and across texts</p> <ul style="list-style-type: none"> - 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) <p>14. Analyze information within and across grade-appropriate texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> - identifying cause-effect relationships - raising questions - reasoning inductively and deductively - generating a theory or hypothesis - distinguishing facts from opinions and probability (ELA-7-H4)
(9.7.G) summarize texts;		<p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - 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) <p>14. Analyze information within and across grade-appropriate texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> - identifying cause-effect relationships - raising questions - reasoning inductively and deductively - generating a theory or hypothesis - distinguishing facts from opinions and probability (ELA-7-H4)
(9.7.H) draw inferences such as conclusions, generalizations, and predictions and support them from text;		<p>4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:</p> <ul style="list-style-type: none"> - nonfiction works - short stories/novels - five-act plays - poetry/epics - film/visual texts - consumer/instructional materials

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		<ul style="list-style-type: none"> - public documents (ELA-1-H3) <p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - 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)
(9.7.I) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts;	<i>NSA</i>	
(9.7.J) read silently with comprehension for a sustained period of time.	<i>Not Addressed (NA)</i>	
(9.8) Reading/Variety of Texts. The student reads extensively and intensively for different purposes in varied sources, including world literature.		
(9.8.A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	<i>Implied</i>	
(9.8.B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;		<p>4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:</p> <ul style="list-style-type: none"> - nonfiction works - short stories/novels - five-act plays - poetry/epics - film/visual texts - consumer/instructional materials - public documents (ELA-1-H3) <p>9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:</p> <ul style="list-style-type: none"> - essays by early and modern writers

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		<ul style="list-style-type: none"> - 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)
(9.8.C) read world literature, including classic and contemporary works; and		8. Identify and explain recurrent themes in world literature (ELA-6-H2)
(9.8.D) interpret the possible influences of the historical context on a literary work.		7. Identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (ELA-6-H2)
(9.9) Reading/Culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures.		
(9.9.A) recognize distinctive and shared characteristics of cultures through reading;		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)
(9.9.B) compare text events with his/her own and other readers' experiences.		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)
(9.10) Reading/Literary Response. The student expresses and supports responses to various types of texts.		
(9.10.A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;	<i>Approximates</i>	<p>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)</p> <p>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)</p> <p>9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:</p> <ul style="list-style-type: none"> - 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

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		-short stories and novels - biographies and autobiographies (ELA-6-H3)
(9.10.B) use elements of text to defend his/her own responses and interpretations;	<i>Approximates</i>	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) 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) 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)
(9.10.C) compare reviews of literature, film, and performance with his/her own responses.	<i>Approximates</i>	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) 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) 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)
(9.11) Reading/Literary Concepts. The student analyzes literary elements for their contributions to meaning in literary texts.		

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(9.11.A) recognize the theme (general observation about life or human nature) within a text;	<i>Implied</i>	<p>2. Identify and explain story elements, including:</p> <ul style="list-style-type: none"> - 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) <p>9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:</p> <ul style="list-style-type: none"> - 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)
(9.11.B) analyze the relevance of setting and time frame to text's meaning;		<p>2. Identify and explain story elements, including:</p> <ul style="list-style-type: none"> - 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)
(9.11.C) analyze characters and identify time and point of view;		<p>2. Identify and explain story elements, including:</p> <ul style="list-style-type: none"> - 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)
(9.11.D) identify basic conflicts;		<p>2. Identify and explain story elements, including:</p> <ul style="list-style-type: none"> - 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)
(9.11.E) analyze the development of plot in narrative text;		<p>2. Identify and explain story elements, including:</p> <ul style="list-style-type: none"> - 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)

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		3. Interpret literary devices, including: <ul style="list-style-type: none"> - allusions - understatement (meiosis) - how word choice and images appeal to the senses and suggest mood and tone - the use of foreshadowing and flashback to direct plot development - the effects of hyperbole and symbolism (ELA-1-M2)
(9.11.F) recognize and interpret important symbols;		3. Interpret literary devices, including: <ul style="list-style-type: none"> - allusions - understatement (meiosis) - how word choice and images appeal to the senses and suggest mood and tone - the use of foreshadowing and flashback to direct plot development - the effects of hyperbole and symbolism (ELA-1-M2)
(9.11.G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning; and		3. Interpret literary devices, including: <ul style="list-style-type: none"> - allusions - understatement (meiosis) - how word choice and images appeal to the senses and suggest mood and tone - the use of foreshadowing and flashback to direct plot development - the effects of hyperbole and symbolism (ELA-1-M2)
(9.11.H) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	<i>Implied</i>	3. Interpret literary devices, including: <ul style="list-style-type: none"> - allusions - understatement (meiosis) - how word choice and images appeal to the senses and suggest mood and tone - the use of foreshadowing and flashback to direct plot development - the effects of hyperbole and symbolism (ELA-1-M2) 9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including: <ul style="list-style-type: none"> - 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

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> -short stories and novels - biographies and autobiographies (ELA-6-H3) <p>10. Identify and explain in oral and written responses ways in which particular genres reflect life experiences, for example:</p> <ul style="list-style-type: none"> - 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)
(9.12) Reading/Analysis/Evaluation. The student reads critically to evaluate texts.		
(9.12.A) analyze characteristics of text, including its structure, word choices, and intended audience;	<i>Implied</i>	<p>9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:</p> <ul style="list-style-type: none"> - 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)
(9.12.B) evaluate the credibility of information sources and determine the writer's motives;		<p>38. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2)</p>
(9.12.C) analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction;		<p>14. Analyze information within and across grade-appropriate texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> - identifying cause-effect relationships - raising questions - reasoning inductively and deductively - generating a theory or hypothesis - distinguishing facts from opinions and probability (ELA-7-H4)
(9.12.D) analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.	<i>Implied</i>	<p>14. Analyze information within and across grade-appropriate texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> - identifying cause-effect relationships - raising questions - reasoning inductively and deductively - generating a theory or hypothesis - distinguishing facts from opinions and probability (ELA-7-H4)

TEKS	Comments	Louisiana GLE
(9.13) Reading/Inquiry/Research. The student reads in order to research self-selected and assigned topics.		
(9.13.A) generate relevant, interesting, and researchable questions;		<p>39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> - 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)
(9.13.B) locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet;		<p>36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including:</p> <ul style="list-style-type: none"> - 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) <p>37. Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> - 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)
(9.13.C) organize and convert information into different forms such as charts, graphs, and drawings;		<p>39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> - 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)
(9.13.D) adapt researched material for presentation to different audiences and for different purposes, and cite sources completely;		<p>40. Write a variety of research reports, which include the following:</p> <ul style="list-style-type: none"> - research supporting the main ideas - facts, details, examples, and explanations from sources

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> - graphics when appropriate - complete documentation (e.g., endnotes, parenthetical citations, works cited lists or bibliographies) (ELA-5-H3)
(9.13.E) draw conclusions from information gathered.		<p>4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:</p> <ul style="list-style-type: none"> - nonfiction works - short stories/novels - five-act plays - poetry/epics - film/visual texts - consumer/instructional materials - public documents (ELA-1-H3) <p>39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> - 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) <p>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)</p>
(9.14) Listening/Speaking/Critical Listening. The student listens attentively for a variety of purposes.		
(9.14.A) focus attention on the speaker's message;	<i>Implied</i>	<p>32. Use active listening strategies, including:</p> <ul style="list-style-type: none"> - 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)
(9.14.B) use knowledge of language and develop vocabulary to interpret accurately the speaker's message;		<p>32. Use active listening strategies, including:</p> <ul style="list-style-type: none"> - 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)

TEKS	Comments	Louisiana GLE
(9.14.C) monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding;		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)
(9.14.D) formulate and provide effective verbal and nonverbal feedback.		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)
(9.15) Listening/Speaking/Evaluation. The student listens to analyze, appreciate, and evaluate oral performances and presentations.		
(9.15.A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, or individual or group performances of scripts;	<i>Implied</i>	27. Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1) 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)
(9.15.B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;	<i>Approximates</i>	3. Identify and explain the significance of literary devices, including: - mixed metaphors - imagery - symbolism - flashback - foreshadowing - sarcasm/irony - implied metaphors - oxymoron (ELA-1-H2) 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)
(9.15.C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;	<i>Implied</i>	34. Analyze media information in oral and written responses, including:

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> - summarizing the coverage of a media event - comparing messages from different media (ELA-4-H5) <p>35. Participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> - 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)
(9.15.D) evaluate artistic performances of peers, public presenters, and media presentations; and		<p>34. Analyze media information in oral and written responses, including:</p> <ul style="list-style-type: none"> - summarizing the coverage of a media event - comparing messages from different media (ELA-4-H5) <p>35. Participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> - 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)
(9.15.E) use audience feedback to evaluate his/her own effectiveness and set goals for future presentations.	<i>Implied</i>	<p>35. Participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> - 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)
(9.16) Listening/Speaking/Purposes. The student speaks clearly and effectively for a variety of purposes and audiences.		
(9.16.A) use the conventions of oral language effectively;		<p>27. Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1)</p>
(9.16.B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;		<p>28. Select language appropriate to specific purposes and audiences when speaking, including:</p> <ul style="list-style-type: none"> - delivering informational/book reports in class - conducting interviews/surveys of classmates or the general public - participating in class discussions (ELA-4-H1)
(9.16.C) prepare, organize, and present a variety of informative messages effectively;		<p>30. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)</p> <p>31. Deliver oral presentations that include the following:</p> <ul style="list-style-type: none"> - phrasing, enunciation, voice modulation, verbal and

TEKS	Comments	Louisiana GLE
		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) 33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)
(9.16.D) use effective verbal and nonverbal strategies in presenting oral messages;		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)
(9.16.E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;		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)
(9.16.F) make relevant contributions in conversations and discussions.	<i>Implied</i>	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)
(9.17) Listening/Speaking/Presentations. The student prepares, organizes, and presents informative and persuasive oral messages.		
(9.17.A) present and advance a clear thesis and support the major thesis with logical points or arguments;		33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)
(9.17.B) choose valid evidence, proofs, or examples to support claims;	<i>Implied</i>	33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4) 38. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2)

TEKS	Comments	Louisiana GLE
(9.17.C) use appropriate and effective appeals to support points or claims;		33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4) 38. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2)
(9.17.D) use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.		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) 33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)
(9.18) Listening/speaking/Literary Interpretation. The student prepares, organizes, and presents literary interpretations.		
(9.18.A) make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays;	<i>Implied</i>	33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)
(9.18.B) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	<i>Implied</i>	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)
(9.19) Viewing/Representing/Interpretation. The student understands and interprets visual representations.		
(9.19.A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;	<i>NA</i>	
(9.19. B) analyze relationships, ideas, and cultures as represented in various media;	<i>Implied, NSA</i>	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)
(9.19.C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	<i>Implied, NSA</i>	34. Analyze media information in oral and written responses, including: - summarizing the coverage of a media event

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> - comparing messages from different media (ELA-4-H5) <p>36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including:</p> <ul style="list-style-type: none"> - 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)
(9.20) Viewing/Representing/Analysis. The student analyzes and critiques the significance of visual representations.		
(9.20.A) investigate the source of a media presentation or production such as who made it and why it was made;	<i>Implied, NSA</i>	<p>34. Analyze media information in oral and written responses, including:</p> <ul style="list-style-type: none"> - summarizing the coverage of a media event - comparing messages from different media (ELA-4-H5)
(9.20.B) deconstruct media to get the main idea of the message's content;		<p>34. Analyze media information in oral and written responses, including:</p> <ul style="list-style-type: none"> - summarizing the coverage of a media event - comparing messages from different media (ELA-4-H5)
(9.20.C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;		<p>34. Analyze media information in oral and written responses, including:</p> <ul style="list-style-type: none"> - summarizing the coverage of a media event - comparing messages from different media (ELA-4-H5)
(9.20.D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;		<p>34. Analyze media information in oral and written responses, including:</p> <ul style="list-style-type: none"> - summarizing the coverage of a media event - comparing messages from different media (ELA-4-H5)
(9.20.E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each;		<p>34. Analyze media information in oral and written responses, including:</p> <ul style="list-style-type: none"> - summarizing the coverage of a media event - comparing messages from different media (ELA-4-H5)
(9.20.F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.		<p>34. Analyze media information in oral and written responses, including:</p> <ul style="list-style-type: none"> - summarizing the coverage of a media event - comparing messages from different media (ELA-4-H5)
(9.21) Viewing/Representing/Production. The student produces visual representations that communicate with others.		
(9.21.A) examine the effect of media on constructing his/her own	<i>NSA</i>	<p>33. Deliver clear, coherent, and concise oral presentations</p>

TEKS	Comments	Louisiana GLE
perception of reality;		about information and ideas in texts (ELA-4-H4)
(9.21.B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;	NSA	33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)
(9.21.C) use a range of techniques to plan and create a media text and reflect critically on the work produced;	NSA	33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)
(9.21.D) create media products to include a billboard, cereal box, short editorial, and a three- minute documentary or print ad to engage specific audiences;	NSA	33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)
(9.21.E) create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	NSA	33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)