Florida English Language Arts

Grade 9

Reading

1 Reading Prose and Poetry ELA.9.R.1

1. Literary Elements: Explain how key elements enhance or add layers of meaning and/or style in a literary text. ELA.9.R.1.1
2. Theme: Analyze universal themes and their development throughout a literary text. ELA.9.R.1.2
3. Perspective and Point of View: Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. ELA.9.R.1.3
4. Poetry: Analyze the characters, structures, and themes of epic poetry. ELA.9.R.1.4

2 Reading Informational Text ELA.9.R.2

1. Structure: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. ELA.9.R.2.1
2. Central Idea: Evaluate the support an author uses to develop the central idea(s) throughout a text. ELA.9.R.2.2
3. Purpose and Perspective: Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. ELA.9.R.2.3
4. Argument: Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. ELA.9.R.2.4

3 Reading Across Genres ELA.9.R.3

1. Interpreting Figurative Language: Explain how figurative language creates mood in text(s). ELA.9.R.3.1
2. Paraphrasing and Summarizing: Paraphrase content from grade-level texts. ELA.9.R.3.2
3. Comparative Reading: Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. ELA.9.R.3.3
4. Understanding Rhetoric: Explain an author's use of rhetoric in a text. ELA.9.R.3.4

Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

Clarification 1 **Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.**

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For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)	Clarification 2	For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)
Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.	Clarification 3	Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include, but are not limited to, an individual's or a co co	Clarification 1	A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include, but are not limited to, an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

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nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.		
See Rhetorical Devices for more information on irony.	Clarification 1	See Rhetorical Devices for more information on irony.
For more information, see Literary Periods.	Clarification 1	For more information, see Literary Periods.
Students will analyze the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.	Clarification 1	Students will analyze the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.
Students will analyze the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.	Clarification 2	Students will analyze the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.
In this grade level, students are using and responsible for the appeals of logos, ethos, an	Clarification 1	In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

See Rhetorical Appeals and Rhetorical Devices.	Clarification 2	See Rhetorical Appeals and Rhetorical Devices.
Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.	Clarification 1	Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.	Clarification 2	Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.
See Secondary Figurative Language.	Clarification 3	See Secondary Figurative Language.
See Rhetorical Appeals and Rhetorical Devices.	Clarification 4	See Rhetorical Appeals and Rhetorical Devices.
Validity refers to the soundness of the arguments.	Clarification 1	Validity refers to the soundness of the arguments.
Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.	Clarification 1	Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
SeSkip to main content Fig	rification 2	See Secondary Figurative Language.

Most grade-level texts are appropriate for this benchmark.	**Clarification 1**	**Most grade-level texts are appropriate for this benchmark.**
The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.	**Clarification 1**	**The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.**
Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.	**Clarification 1**	**Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.**
See Secondary Figurative Language and Rhetorical Devices.	**Clarification 2**	**See Secondary Figurative Language and Rhetorical Devices.**

Communication

1 **Communicating Through Writing** ELA.9.C.1

2 Narrative Writing: Write narratives using narrative techniques, varied transitions, and a clearly established point of view. ELA.9.C.1.2

3 Argumentative Writing: Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. ELA.9.C.1.3

4 Expository Writing: Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. ELA.9.C.1.4

5 Improving Writing: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness. ELA.9.C.1.5

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2 Communicating Orally ELA.9.C.2

1 Oral Presentation: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. ELA.9.C.2.1

3 Following Conventions ELA.9.C.3

1 Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.9.C.3.1

4 Researching ELA.9.C.4

1 Researching and Using Information: Conduct research to answer a question, drawing on multiple reliable and valid sources and refining the scope of the question to align with findings. ELA.9.C.4.1

5 Creating and Collaborating ELA.9.C.5

1 Multimedia: Create digital presentations with coherent ideas and a clear perspective. ELA.9.C.5.1

2 Technology in Communication: Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience. ELA.9.C.5.2

See Writing Types and Narrative Techniques.

Clarification 1 **See Writing Types and Narrative Techniques.**

See Writing Types and Elaborative Techniques.

Clarification 1 **See Writing Types and Elaborative Techniques.**

See Writing Types.

Clarification 1: **See Writing Types.**

At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.

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For further guidance, see the Secondary Oral Co

Clarification 2 **For further guidance, see the Secondary Oral Communication Rubric.**

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Skills to be implemented but not yet mastered are as follows:	**Clarification 1** **Skills to be implemented but not yet mastered are as follows:**
Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.	**1** **Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.**
Use knowledge of usage rules to create flow in writing and presenting.	**2** **Use knowledge of usage rules to create flow in writing and presenting.**
See Conventions Progression by Grade Level.	**Clarification 2** **See Conventions Progression by Grade Level.**
There is no requirement that students research the additional questions generated.	**Clarification 1** **There is no requirement that students research the additional questions generated.**
The presentation may be delivered live or delivered as a stand-alone digital experience.	**Clarification 1** **The presentation may be delivered live or delivered as a stand-alone digital experience.**
Vocabulary	**1** **Finding Meaning** ELA.9.V.1 1 Academic Vocabulary: Integrate academic vocabulary appropriate to grade level in speaking and writing. ELA.9.V.1.1 2 Morphology: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. ELA.9.V.1.2 3 Context and Connotation: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. ELA.9.V.1.3
To integrate vocabulary, students will apply the vocabulary they have learned to authentic sp tas Th	**Clarification 1** **To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.**

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intentional, beyond responding to a prompt to use a word in a sentence.		
Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.	Clarification 2	Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
Etymology refers to the study of word origins and the ways that words have changed over time.	Clarification 1	Etymology refers to the study of word origins and the ways that words have changed over time.
Derivation refers to making new words from an existing word by adding affixes.	Clarification 2	Derivation refers to making new words from an existing word by adding affixes.
Review of words learned in this way is critical to building background knowledge and related vocabulary.	Clarification 1	Review of words learned in this way is critical to building background knowledge and related vocabulary.
See Context Clues and Word Relationships.	Clarification 2	See Context Clues and Word Relationships.
See 9.R.3.1 and Secondary Figurative Language.	Clarification 3	See 9.R.3.1 and Secondary Figurative Language.