

ELA.9.R.1 Reading Prose and Poetry

Literary Elements

Benchmark Clarifications

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

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p>	<p>Chapter 1 Building Suspense Through Descriptive Language</p> <ul style="list-style-type: none"> ▪ <i>The Graveyard Book</i> by Neil Gaiman (excerpt/novel) First Read: Suspenseful Details—pp. 10–13 Second Read: Sensory Description—pp. 14–15 Third Read: Structure Creates Suspense—pp. 16–17 <p>Chapter 3 Analyzing Characters Through Inference</p> <ul style="list-style-type: none"> ▪ <i>Dracula</i> by Bram Stoker (excerpt/novel) First Read: Analyzing Characters—pp. 40–42 Second Read: Character Interactions—pp. 43–44 Third Read: Characters’ Thoughts and Dialogue—pp. 45–45 <p>Chapter 11 Analyzing Tone Through Connotation and Denotation</p> <p>Preview Concepts/Chapter Goals/Making Connections—pp. 190–191</p> <ul style="list-style-type: none"> ▪ <i>“Indian Education”</i> by Sherman Alexie (excerpt/short story) First Read: Connotation and Denotation—pp. 192–198 Second Read: Understanding Point of View—pp. 199–201 Third Read: Understanding Tone—pp. 202–203 <p>Chapter 15 Understanding Narrative Through Key Events and Point of View</p> <p>Preview Concepts/Chapter Goals/Making Connections—pp. 257–258</p> <ul style="list-style-type: none"> ▪ <i>Bury My Heart at Wounded Knee</i> by Dee Brown (excerpt/informational) First Read: Recognizing Key Events—pp. 259–262 Second Read: Author’s Point of View—pp. 263–264 Third Read: Analyzing Points of View—pp. 264–265 <p>Chapter 17 Understanding Author’s Purpose and Style</p> <p>Preview Concepts/Chapter Goals/Making Connections—pp. 306–307</p> <ul style="list-style-type: none"> ▪ <i>Nobel Peace Prize Acceptance Speech</i> by Elie Wiesel (excerpt/speech) ▪ <i>“First They Came for the Jews”</i> by Martin Niemöller (excerpt/poem) First Read: Author’s Purpose—pp. 308–310 Second Read: Author’s Craft—pp. 311–312 Third Read: Synthesizing Texts—pp. 313–315 <p>Chapter 19 Analyzing Characters Through Actions and Dialogue</p> <p>Preview Concepts/Chapter Goals/Making Connections—pp. 338–339</p> <ul style="list-style-type: none"> ▪ <i>Twelve Years a Slave</i> by Solomon Northup (excerpt/memoir) First Read: Analyzing Characters—pp. 340–346 Second Read: Analyzing Character Interactions—pp. 347–348 Third Read: Synthesizing Texts—pp. 348–352

ELA.9.R.1 Reading Prose and Poetry

Theme

Benchmark Clarifications

- 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.
- Clarification 2: The themes being analyzed may be in the same or multiple literary texts.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.R.1.2: Analyze universal themes and their development throughout a literary text.</p>	<p>Chapter 4 Identifying Main Ideas and Themes Through Symbolism Preview Concepts/Chapter Goals/Making Connections—pp. 52–53</p> <ul style="list-style-type: none"> ▪ “The Black Cat” by Edgar Allan Poe (excerpt/short story) First Read: Determining Main Ideas—pp. 54–58 Second Read: Author’s Craft—pp. 58–59 Third Read: Determining Theme—pp. 60–61 <p>Chapter 6 Understanding Theme Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 96–97</p> <ul style="list-style-type: none"> ▪ “Harrison Bergeron” by Kurt Vonnegut (excerpt/short story) First Read: Making Inferences—pp. 98–104 Second Read: Identifying Theme—pp. 105–107 Third Read: Analyzing Irony—pp. 107–110 <p>Chapter 16 Analyzing Theme Through Description and Style Preview Concepts/Chapter Goals/Making Connections—pp. 288–289</p> <ul style="list-style-type: none"> ▪ Night by Elie Wiesel (excerpt/memoir) First Read: Development of the Central Character—pp. 290–295 Second Read: Uncovering Themes—pp. 295–927 Third Read: How Style Supports Theme—pp. 298–299

Perspective and Point of View

Benchmark Clarifications

- Clarification 1: See Rhetorical Devices for more information on irony.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.R.1.3: Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p>	<p>Chapter 11 Analyzing Tone Through Connotation and Denotation Preview Concepts/Chapter Goals/Making Connections—pp. 190–191</p> <ul style="list-style-type: none"> ▪ “Indian Education” by Sherman Alexie (excerpt/short story) Second Read: Understanding Point of View—pp. 199–201 <p>Chapter 13 Evaluating Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 226–227</p> <ul style="list-style-type: none"> ▪ “A Colloquy at a Kiowa Agency” by Judson Elliott Walker (excerpt/historical document) First Read: Summarizing Points of View—pp. 228–232 Second Read: Analyzing Arguments—pp. 232–234 Third Read: Evaluating Point of View—pp. 235–235 <p style="text-align: right;"><i>continued</i></p>

ELA.9.R.1 Reading Prose and Poetry

Perspective and Point of View

Benchmark Clarifications

- Clarification 1: See Rhetorical Devices for more information on irony.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
	<p>Chapter 15 Understanding Narrative Through Key Events and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 257–258</p> <ul style="list-style-type: none"> • <i>Bury My Heart at Wounded Knee</i> by Dee Brown (excerpt/informational) First Read: Recognizing Key Events—pp. 259–262 Second Read: Author’s Point of View—pp. 263–264 Third Read: Analyzing Points of View—pp. 264–265 <p>Chapter 18 Analyzing Contrasting Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 321–322</p> <ul style="list-style-type: none"> • “<i>Enemies from Within</i>” by Senator Joseph R. McCarthy (excerpt/speech) • “<i>Declaration of Conscience</i>” by Senator Margaret Chase Smith (excerpt/speech) First Read: Defining Key Terms—pp. 323–330 Second Read: Identifying Claims and Support—pp. 330–331 Third Read: Evaluating Arguments—pp. 332–333

Poetry

Benchmark Clarifications

- Clarification 1: For more information, see Literary Periods.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.R.1.4: Analyze the characters, structures, and themes of epic poetry.</p>	<p>Chapter 20 Analyzing Poetic Elements Preview Concepts/Chapter Goals/Making Connections—pp. 358–359</p> <ul style="list-style-type: none"> • “<i>We Are Not Responsible</i>” by Harryette Mullen (poem) • “<i>If—</i>” by Rudyard Kipling (poem) First Read: Analyzing Audience and Message—pp. 360–363 Second Read: Analyzing Tone and Mood—pp. 363–365 Third Read: Analyzing Structure, Rhyme, and Mood—pp. 365–368

ELA.9.R.2 Reading Informational Text

Structure

Benchmark Clarifications

- Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.
- Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.R.2.1: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p>	<p>Chapter 1 Building Suspense Through Descriptive Language Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> • <i>The Graveyard Book</i> by Neil Gaiman (excerpt/novel) Third Read: Structure Creates Suspense—pp. 16–17 <i>continued</i>

ELA.9.R.2 Reading Informational Text

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- Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.
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9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
	<p>Chapter 5 Understanding the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 66–67</p> <ul style="list-style-type: none"> ▪ <i>Genreflecting by Diana Tixier Herald (excerpt/informational)</i> First Read: Learning New Words (text features)—pp. 68–72 <p>Chapter 12 Understanding Narrative Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 210–211</p> <ul style="list-style-type: none"> ▪ <i>“I Will Fight No More Forever” by Toby Mac and Michael Tait (excerpt/informational)</i> First Read: Identifying Key Details—pp. 212–216 Second Read: Understanding Structure—pp. 216–218 <p>Chapter 13 Evaluating Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 226–227</p> <ul style="list-style-type: none"> ▪ <i>“A Colloquy at a Kiowa Agency” by Judson Elliott Walker (excerpt/historical document)</i> First Read: Summarizing Points of View (text features and structure)—pp. 228–232 <p>The Writing Process Conduct Research (use text features)—p. 496</p>

Central Idea

Benchmark Clarifications

- Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.
- Clarification 2: See Rhetorical Appeals and Rhetorical Devices.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.R.2.2: Evaluate the support an author uses to develop the central idea(s) throughout a text.</p>	<p>Chapter 4 Identifying Main Ideas and Themes Through Symbolism Preview Concepts/Chapter Goals/Making Connections—pp. 52–53</p> <ul style="list-style-type: none"> ▪ <i>“The Black Cat” by Edgar Allan Poe (excerpt/short story)</i> First Read: Determining Main Ideas—pp. 54–58 <p>Chapter 5 Understanding the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 66–67</p> <ul style="list-style-type: none"> ▪ <i>Genreflecting by Diana Tixier Herald (excerpt/informational)</i> Second Read: Main Ideas—pp. 73–73 <p>Chapter 9 Understanding Persuasive Language Preview Concepts/Chapter Goals/Making Connections—pp. 146–147</p> <ul style="list-style-type: none"> ▪ <i>Letter from Birmingham Jail by Dr. Martin Luther King Jr. (excerpt/editorial)</i> Second Read: Defining Key Ideas—pp. 150 <p style="text-align: right;"><i>continued</i></p>

ELA.9.R.2 Reading Informational Text

Central Idea

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9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
	<p>Chapter 10 Analyzing Arguments Through Claims and Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 160–161</p> <ul style="list-style-type: none"> ▪ <i>The Declaration of Independence (excerpt/historical document)</i> Preview Academic Vocabulary (main idea)—p. 160 First Read: Finding Central Ideas—pp. 162–164 <p>Chapter 11 Analyzing Tone Through Connotation and Denotation Preview Concepts/Chapter Goals/Making Connections—pp. 190–191</p> <ul style="list-style-type: none"> ▪ <i>“Indian Education” by Sherman Alexie (excerpt/short story)</i> Third Read: Understanding Tone—pp. 202–203 <p>Chapter 12 Understanding Narrative Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 210–211</p> <ul style="list-style-type: none"> ▪ <i>“I Will Fight No More Forever” by Toby Mac and Michael Tait (excerpt/informational)</i> Preview Academic Vocabulary (main idea)—p. 210 First Read: Identifying Key Details—pp. 212–216 <p>Chapter 16 Analyzing Theme Through Description and Style Preview Concepts/Chapter Goals/Making Connections—pp. 288–289</p> <ul style="list-style-type: none"> ▪ <i>Night by Elie Wiesel (excerpt/memoir)</i> Focus on Uncovering Themes (central idea)—p. 296 <p>Chapter 19 Analyzing Characters Through Actions and Dialogue Preview Concepts/Chapter Goals/Making Connections—pp. 338–339</p> <ul style="list-style-type: none"> ▪ <i>Twelve Years a Slave by Solomon Northup (excerpt/memoir)</i> Focus on Synthesizing Texts—pp. 351–352

Purpose and Perspective

Benchmark Clarifications

- 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.
- 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.
- Clarification 3: See Secondary Figurative Language.
- Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.R.2.3: Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p>	<p>Chapter 2 Analyzing Narrative Word Choice Preview Concepts/Chapter Goals/Making Connections—p. 24</p> <ul style="list-style-type: none"> ▪ <i>The Hot Zone by Richard Preston (excerpt/informational)</i> First Read: Defining Terms—pp. 25–29 Second Read: Understanding Figurative Language—pp. 30–31 Third Read: Exploring the Author’s Craft—pp. 31–32 <p style="text-align: right;"><i>continued</i></p>

ELA.9.R.2 Reading Informational Text

Purpose and Perspective

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- Clarification 3: See Secondary Figurative Language.
- Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
	<p>Chapter 5 Understanding the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 66–67</p> <ul style="list-style-type: none"> ▪ <i>Genreflecting by Diana Tixier Herald (excerpt/informational)</i> Third Read: Analyzing Development of Ideas (author’s purpose)—pp. 74–75 <p>Chapter 7 Understanding Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 116–117</p> <ul style="list-style-type: none"> ▪ <i>Address to the Commonwealth Club by Cesar Chavez (excerpt/speech)</i> First Read: Speaker’s Purpose—pp. 118–120 Second Read: How Ideas Fit Together—pp. 121–122 Third Read: The Craft of Rhetoric—pp. 122–125 <p>Chapter 17 Understanding Author’s Purpose and Style Preview Concepts/Chapter Goals/Making Connections—pp. 306–307</p> <ul style="list-style-type: none"> ▪ <i>Nobel Peace Prize Acceptance Speech by Elie Wiesel (excerpt/speech)</i> ▪ <i>“First They Came for the Jews” by Martin Niemöller (excerpt/poem)</i> First Read: Author’s Purpose—pp. 308–310 <p>Chapter 20 Analyzing Poetic Elements Preview Concepts/Chapter Goals/Making Connections—pp. 358–359</p> <ul style="list-style-type: none"> ▪ <i>“We Are Not Responsible” by Harryette Mullen (poem)</i> ▪ <i>“If—” by Rudyard Kipling (poem)</i> Second Read: Analyzing Tone and Mood—pp. 363–365

Argument

Benchmark Clarifications

- Clarification 1: Validity refers to the soundness of the arguments.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.R.2.4: Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p>	<p>Chapter 8 Analyzing Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 132–133</p> <ul style="list-style-type: none"> ▪ <i>To Kill a Mockingbird by Harper Lee (excerpt/novel)</i> First Read: Summarizing an Argument—pp. 134–137 Second Read: Argumentation—pp. 138–140 Third Read: Comparing and Contrasting Presentations—pp. 140–141 <p>Chapter 10 Analyzing Arguments Through Claims and Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 160–161</p> <ul style="list-style-type: none"> ▪ <i>The Declaration of Independence (excerpt/historical document)</i> First Read: Finding Central Ideas—pp. 162–164 Second Read: Analyzing Arguments—pp. 165–168 Third Read: Analyzing Counterclaims—pp. 168–169 <p style="text-align: right;"><i>continued</i></p>

ELA.9.R.2 Reading Informational Text

Argument

Benchmark Clarifications

- Clarification 1: Validity refers to the soundness of the arguments.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
	<p>Chapter 14 Understanding Problem and Solution Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 241–242</p> <ul style="list-style-type: none"> ▪ <i>State of the Union Address (1829) by President Andrew Jackson (excerpt/speech)</i> First Read: Understanding Problem and Solution—pp. 243–247 Second Read: Analyzing Author’s Claims—pp. 247–248 Third Read: Analyzing Arguments—pp. 249–250 <p>Chapter 18 Analyzing Contrasting Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 321–322</p> <ul style="list-style-type: none"> ▪ <i>“Enemies from Within” by Senator Joseph R. McCarthy (excerpt/speech)</i> ▪ <i>“Declaration of Conscience” by Senator Margaret Chase Smith (excerpt/speech)</i> First Read: Defining Key Terms—pp. 323–330 Second Read: Identifying Claims and Support—pp. 330–331 Third Read: Evaluating Arguments—pp. 332–333

ELA.9.R.3 Reading Across Genres

Interpreting Figurative Language

Benchmark Clarifications

- 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.
- Clarification 2: See Secondary Figurative Language.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.R.3.1: Explain how figurative language creates mood in text(s).</p>	<p>Chapter 1 Building Suspense Through Descriptive Language Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> ▪ <i>The Graveyard Book by Neil Gaiman (excerpt/novel)</i> First Read: Suspenseful Details—pp. 10–13 Second Read: Sensory Description—pp. 14–15 Third Read: Structure Creates Suspense—pp. 16–17 <p>Chapter 2 Analyzing Narrative Word Choice Preview Concepts/Chapter Goals/Making Connections—p. 24</p> <ul style="list-style-type: none"> ▪ <i>The Hot Zone by Richard Preston (excerpt/informational)</i> Second Read: Understanding Figurative Language—pp. 30–31 <p>Chapter 9 Understanding Persuasive Language Preview Concepts/Chapter Goals/Making Connections—pp. 146–147</p> <ul style="list-style-type: none"> ▪ <i>Letter from Birmingham Jail by Dr. Martin Luther King Jr. (excerpt/editorial)</i> First Read: Defining Terms—pp. 147–149 Second Read: Defining Key Ideas—pp. 150 Third Read: Analyzing Author’s Style—pp. 151–152 <p>Chapter 16 Analyzing Theme Through Description and Style Preview Academic Vocabulary (figurative language)—p. 288</p>

ELA.9.R.3 Reading Across Genres

Paraphrasing and Summarizing

Benchmark Clarifications

- Clarification 1: Most grade-level texts are appropriate for this benchmark.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.R.3.2: Paraphrase content from grade-level texts.</p>	<p>Chapter 1 Building Suspense Through Descriptive Language Preview Concepts/Chapter Goals/Making Connections (summarize)—pp. 8–9</p> <ul style="list-style-type: none"> ▪ <i>The Graveyard Book</i> by Neil Gaiman (excerpt/novel) <p>Focus on How Structure Creates Suspense (paraphrase paragraphs)—pp. 16–17</p> <p>Chapter 2 Analyzing Narrative Word Choice Preview Concepts/Chapter Goals/Making Connections—p. 24</p> <ul style="list-style-type: none"> ▪ <i>The Hot Zone</i> by Richard Preston (excerpt/informational) <p>Second Read: Understanding Figurative Language (summarize the paragraph)—pp. 30–31</p> <p>Chapter 5 Understanding the Development of Ideas Preview Concepts (summarize your conclusions)—p. 66</p> <p>Chapter 6 Understanding Theme Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 96–97</p> <ul style="list-style-type: none"> ▪ “Harrison Bergeron” by Kurt Vonnegut (excerpt/short story) <p>Second Read: Identifying Theme (summarize the plot)—pp. 105–106</p> <p>Chapter 7 Understanding Rhetoric Preview Concepts (summarize your conclusions)—p. 116</p> <p>Chapter 8 Analyzing Arguments Preview Concepts (summarize your conclusions)—p. 132</p> <p>Chapter 9 Understanding Persuasive Language Preview Concepts/Chapter Goals/Making Connections—pp. 146–147</p> <ul style="list-style-type: none"> ▪ <i>Letter from Birmingham Jail</i> by Dr. Martin Luther King Jr. (excerpt/editorial) <p>Third Read: Analyzing Author’s Style: Write (paraphrase an aphorism)—pp. 151–152</p> <p>Chapter 10 Analyzing Arguments Through Claims and Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 160–161</p> <ul style="list-style-type: none"> ▪ <i>The Declaration of Independence</i> (excerpt/historical document) <p>Focus on Finding Central Ideas (paraphrase)—p. 165</p> <p>The Inquiry Process Conduct Research (paraphrase information)—p. 276</p>

Comparative Reading

Benchmark Clarifications

- 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.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.R.3.3: Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p>	<p>Chapter 8 Analyzing Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 132–133</p> <ul style="list-style-type: none"> ▪ <i>To Kill a Mockingbird</i> by Harper Lee (excerpt/novel) <p>Third Read: Comparing and Contrasting Presentations—pp. 140–141</p> <p style="text-align: right;"><i>continued</i></p>

ELA.9.R.3 Reading Across Genres

Comparative Reading

Benchmark Clarifications

- 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.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
	<p>Chapter 12 Understanding Narrative Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 210–211</p> <ul style="list-style-type: none"> • “<i>I Will Fight No More Forever</i>” by Toby Mac and Michael Tait (excerpt/informational) <p>Third Read: Exploring Author’s Rhetoric (compare and contrast)—pp. 219–220</p> <p>Unit 3 Writing Writing a Comparative Essay—pp. 272–279</p> <p>Chapter 18 Analyzing Contrasting Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 321–322</p> <ul style="list-style-type: none"> • “<i>Enemies from Within</i>” by Senator Joseph R. McCarthy (excerpt/speech) • “<i>Declaration of Conscience</i>” by Senator Margaret Chase Smith (excerpt/speech) <p>First Read: Defining Key Terms—pp. 323–330 Second Read: Identifying Claims and Support—pp. 330–331 Third Read: Evaluating Arguments—pp. 332–333</p> <p>Project-Based Assessments Compare/Contrast Essay, p. 371</p>

Understanding Rhetoric

Benchmark Clarifications

- 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.
- Clarification 2: See Secondary Figurative Language and Rhetorical Devices.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.R.3.4: Explain an author’s use of rhetoric in a text.</p>	<p>Chapter 6 Understanding Theme Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 96–97</p> <ul style="list-style-type: none"> • “<i>Harrison Bergeron</i>” by Kurt Vonnegut (excerpt/short story) <p>Third Read: Analyzing Irony—pp. 107–110</p> <p>Chapter 7 Understanding Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 116–117</p> <ul style="list-style-type: none"> • <i>Address to the Commonwealth Club</i> by Cesar Chavez (excerpt/speech) <p>First Read: Speaker’s Purpose—pp. 118–120 Second Read: How Ideas Fit Together—pp. 121–122 Third Read: The Craft of Rhetoric (ethos, pathos, logos)—pp. 122–125</p> <p>Chapter 12 Understanding Narrative Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 210–211</p> <ul style="list-style-type: none"> • “<i>I Will Fight No More Forever</i>” by Toby Mac and Michael Tait (excerpt/informational) <p>Third Read: Exploring Author’s Rhetoric—pp. 219–220</p> <p style="text-align: right;"><i>continued</i></p>

9th Grade Reading

ELA.9.R.3 Reading Across Genres

Understanding Rhetoric

Benchmark Clarifications

- 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.
- Clarification 2: See Secondary Figurative Language and Rhetorical Devices.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
	Project-Based Assessments Analysis of King’s Rhetoric—pp. 155–156 Personal Declaration of Independence (rhetorical techniques)—p. 171

9th Grade Communication

ELA.9.C.1 Communicating Through Writing

Narrative Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Narrative Techniques.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
ELA.9.C.1.2: Write narratives using narrative techniques, varied transitions, and a clearly established point of view.	Unit 1 Writing Writing a Personal Narrative—pp. 82–89 Practice Performance Task Continuing the Narrative—pp. 90–94 Project-Based Assessments Finish the Story, p. 113; Modern Poem, pp. 303–304; Introducing Elie Wiesel, p. 317; Biopoem, pp. 354–355; Free-Verse Poem, p. 37

Argumentative Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Elaborative Techniques.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
ELA.9.C.1.3: 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.	Unit 2 Writing Writing an Argumentative Essay—pp. 175–183 Project-Based Assessments Argumentative Essay, pp. 63–64; Public Service Announcement, pp. 127–128; Speech, p. 128; Lincoln Douglas Debate, pp. 237–239; Trail of Tears Pamphlet, p. 267; Letter to the Editor, pp. 301–302; Bringing Awareness, p. 318 Practice Performance Task Letter to the Editor—pp. 382–384

9th Grade Communication

ELA.9.C.1 Communicating Through Writing

Expository Writing

- Benchmark Clarifications
- Clarification 1: See Writing Types.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.C.1.4: 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.</p>	<p>Unit 3 Writing Writing a Comparative Essay—pp. 272–279</p> <p>Unit 4 Writing Writing a Research Paper—pp. 374–381</p> <p>Write Lesson writing assignments—pp. 13, 15, 17, 32, 58, 73, 74, 104, 109, 124, 140, 152, 169, 201, 203, 218, 220, 250, 265, 298, 312, 348, 363, 368</p> <p>Project-Based Assessments Response Essay, pp. 78–79; Analysis of King’s Rhetoric, pp. 155–156; Personal declaration of independence, p. 171; Scrapbook of Lessons, p. 205; The American Indian Experience, pp. 206–207; Investigative Report, pp. 222–223; Read a Primary Source, pp. 253–254; Compare/Contrast Essay, p. 371</p> <p>Practice Performance Task Comparative Essay—pp. 280–286</p>

Improving Writing

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p>	<p>The Writing Process pp. 83–89, 176–183, 375–381</p> <p>The Inquiry Process pp. 273–279</p> <p>Planning Prepare to Write (purpose, audience, content, additional requirements)—pp. 82, 176, 272–273, 374 Brainstorming for Ideas/a Topic—pp. 83, 176–177, 273–274, 375 Generate Ideas—pp. 83–84, 178–180, 275 Organize Ideas—pp. 85, 180, 276–277, 377–378 Write a Claim—p. 180 Conduct Research—pp. 275, 376 Citing Sources/Prepare Research Format—pp. 277, 379 First Draft—pp. 86, 181, 277, 378</p> <p>Revising and Editing (with feedback) Revision—pp. 86, 181, 277, 380 First Peer Review (Steps for Peer Review)—pp. 86–87, 181, 277–278, 380 Second Peer Review/Self Review—pp. 87–88, 278 Second Peer Review (Partner)—p. 182 Second Review (Teacher/Parent)—p. 380–381 Final Peer Review—pp. 89, 183, 279, 381 Proofread—pp. 89, 183, 279, 381 Final Essay—pp. 89, 183, 279, 381</p>

9th Grade Communication

ELA.9.C.2 Communicating Orally

Oral Presentation

Benchmark Clarifications

- Clarification 1: 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.
- Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.C.2.1: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p>	<p>Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 32, 45, 61, 73, 106, 110, 120, 122, 125, 140, 141, 168, 201, 220, 235, 250, 262, 264, 295, 298, 330, 333, 348, 363, 365, 368</p> <p>Project-Based Assessments Pictorial Presentation, pp. 18–19; Digital Presentation, pp. 33–34, 142–143, 354; Roundtable Discussion, pp. 62–63, 154–155, 334–335</p>

ELA.9.C.3 Following Conventions

Conventions

Benchmark Clarifications

- 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.
 - Use knowledge of usage rules to create flow in writing and presenting.
- Clarification 2: See Convention Progression by Grade Level.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>Language (grammar, punctuation, capitalization, spelling) Commas, pp. 17–18; Dashes, pp. 32–33; Verb Tense and Voice, pp. 46–47; Using Adjective Clauses, pp. 61–62; Colons and Semicolons, pp. 75–76; Parallel Structure, pp. 125–126; Unclear Modifiers, p. 141; Capitalization, p. 153; Using Commas with Phrases and Clauses, p. 204; Using Apostrophes, p. 221; Apostrophe with Omission, p. 236; Using Words Correctly, p. 251; Spelling, p. 266; Pronoun-Antecedent Agreement, pp. 299–300; Fragments, pp. 315–316; Run-On Sentences and Comma Splices, p. 353; Subject-Verb Agreement, pp. 368–369</p>

9th Grade Communication

ELA.9.C.4 Researching

Researching and Using Information

Benchmark Clarifications

- Clarification 1: There is no requirement that students research the additional questions generated.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p>	<p>Unit 4 Writing Writing a Research Paper—pp. 374–381</p> <p>Project-Based Assessments (requiring research) Pictorial Presentation, pp. 18–19; Digital Presentation, pp. 33–34; Table of Horror Literature, pp. 77–78; Speech, p. 128; Digital Presentation, pp. 142–143; Investigative Report, pp. 222–223; Lincoln Douglas Debate, pp. 237–239; Trail of Tears Pamphlet, p. 267; Manifest Destiny Artwork, pp. 268–269; Introducing Elie Wiesel, p. 317; Digital Presentation, p. 354</p> <p>On Your Own Integrating Ideas (research)—pp. 21, 35, 49, 64, 79, 113, 129, 145, 157, 172, 207, 223, 239, 254, 269, 303, 319, 335, 355, 371</p> <p>Tech-Connect Conduct research online—pp. 28, 120, 197, 261, 294, 310</p> <p>The Inquiry Process Conduct Research—p. 275</p> <p>The Writing Process Conduct Research—p. 376</p>

ELA.9.C.5 Creating and Collaborating

Multimedia

Benchmark Clarifications

- Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.C.5.1: Create digital presentations with coherent ideas and a clear perspective.</p>	<p>Project-Based Assessments Pictorial Presentation, pp. 18–19; Digital Presentation, pp. 33–34, 142–143, 354; Twitter Feed, pp. 252–253</p>

Technology in Communication

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.C.5.2: Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p>	<p>Tech-Connect Online search, collaboration, and publication—pp. 13, 28, 33, 41, 56, 61, 70, 103, 120, 137, 149, 164, 197, 216, 232, 246, 261, 294, 310, 328, 302, 113, 127, 354</p> <p>Final Essay Upload essay to websites or blog—pp. 89, 183, 279, 381</p> <p>Using Technology in the Classroom TWE pp. 387–508</p>

ELA.9.V.1 Finding Meaning

Academic Vocabulary

Benchmark Clarifications

- 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.
- 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.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.</p>	<p>Chapter 2 Analyzing Narrative Word Choice First Read: Defining Terms—pp. 25–29</p> <p>Chapter 5 Understanding the Development of Ideas First Read: Learning New Words—pp. 68–72</p> <p>Chapter 9 Understanding Persuasive Language First Read: Defining Terms—pp. 147–149</p> <p>Unit Introduction Goals (discuss meanings of any academic vocabulary)—TWE pp. 7, 95, 287</p> <p>Chapter Introduction Preview Academic Vocabulary—pp. 8, 24, 38, 52, 66, 96, 116, 132–133, 145, 160, 190, 210, 226, 241, 257, 288, 306, 321, 338, 358</p>

Morphology

Benchmark Clarifications

- Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.
- Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p>	<p>First Read Preview Vocabulary/Preteach Vocabulary (use a dictionary)—TWE pp. 10, 25, 40–41, 54–55, 68, 98, 118–119, 134, 147–148, 163, 192–193, 212–213, 228–229, 243–244, 259, 290–291, 308–309, 323–324, 340–341, 360</p> <p>Language Using a Dictionary, pp. 110–111; Defining Words (affixes/word parts), p. 170</p>

Context and Connotation

Benchmark Clarifications

- Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
- Clarification 2: See Context Clues and Word Relationships.
- Clarification 3: See ELA.9.R.3.1 and Secondary Figurative Language.

9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
<p>ELA.9.V.1.3: 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.</p>	<p>Chapter 2 Analyzing Narrative Word Choice First Read: Defining Terms—pp. 25–29</p> <p>Chapter 5 Understanding the Development of Ideas First Read: Learning New Words—pp. 68–72</p> <p style="text-align: right;"><i>continued</i></p>

ELA.9.V.1 Finding Meaning

Context and Connotation

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9 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 9
	<p>Chapter 9 Understanding Persuasive Language First Read: Defining Terms—pp. 147–149</p> <p>Chapter 11 Analyzing Tone Through Connotation and Denotation Preview Concepts/Preview Academic Vocabulary (connotation and denotation)—p. 190 First Read: Connotation and Denotation—pp. 192–198 Second Read: Understanding Point of View—pp. 199–201 Third Read: Understanding Tone—pp. 202–203</p> <p>First Read Preview Vocabulary (use context clues/use a dictionary)—TWE pp. 10, 25, 40–41, 54–55, 68, 98, 118–119, 134, 147–148, 163, 192–193, 212–213, 228–229, 243–244, 259, 290–291, 308–309, 323, 340, 360</p> <p>Language Using a Dictionary (reference materials), pp. 110–111; Defining Words (definition from context/word parts/dictionary definition), p. 170; Connotation and Denotation, pp. 333–334</p> <p>Focus Focus on on Author’s Point of View (connotation)—p. 263</p> <p>ELL Support Language: Connotation and Denotation—TWE p. 334</p>