

**Georgia
Curriculum Matrix for English Language Arts**

Georgia English Language Arts Performance Standards Grade 9	National Essential Skills Study (NESS) Rankings Rank	GHSGT GPS Version	NESS	Priority	
<p>Reading And Literature Focusing on a study of literary genres, the student develops initial understanding of both the structure and the meaning of a work of literature. The student develops initial understanding of the way the form of a work of literature affects the meaning of the work and of the process of interpretation of a text. The student reads thoughtfully and purposefully, constantly checking for understanding of the author's intent and meaning in order to determine a sound interpretation.</p>					
<p>ELA9RL1 The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation. <u>The student identifies, analyzes, and applies knowledge of the structures and elements of fiction and provides evidence from the text to support understanding; the student:</u> a. Locates and analyzes such elements in fiction as language (e.g., diction, imagery, symbolism, figurative language), character development, setting and mood, point of view, foreshadowing, and irony. b. Identifies and analyzes patterns of imagery or symbolism. c. Relates identified elements in fiction to theme or underlying meaning</p>	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.	H	M	H
	E41	Assess the significance and importance of themes in literary text.			
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			
<p>ELA9RL1 (continued) <u>The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:</u> a. Analyzes and applies knowledge of the characteristics of memoir, biography, and/or autobiography. b. Analyzes and explains the purpose, structure, and elements of nonfiction works, including memoir, biography, and autobiography. c. Analyzes and evaluates the effects of language (e.g., diction, imagery, symbolism, figurative language,) structure, point of view, and selection of details in memoir, biography, and/or autobiography.</p>	E37	Evaluate an author's uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	L	M	M
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			
	E47	Write a biographical and autobiographical sketch.			

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ELA9RL1 (continued) <u>The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic literature and provides evidence from the text to support understanding; the student:</u> a. Identifies and analyzes types of dramatic literature (e.g., Shakespearean tragedy and comedy). b. Analyzes the characters, structures, and themes of dramatic literature. c. Identifies and analyzes dramatic elements, (e.g., exposition, rising action, climax, denouement, dialogue, monologue, soliloquy, aside, dramatic irony). d. Identifies and analyzes how dramatic elements support and enhance interpretation of dramatic literature.	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.	L	M	M
	E41	Assess the significance and importance of themes in literary text.			
ELA9RL2 The student identifies, analyzes, and applies knowledge of theme in literary works from various genres and provides evidence from the works to support understanding. The student: a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme. b. Evaluates how an author’s choice of words advances the theme or purpose of a work. c. Applies knowledge of the concept that a text can contain more than one theme. d. Compares and contrasts the presentation of a theme or topic across genres and explains how the selection of genre affects the delivery of universal ideas about life and society.	E37	Evaluate an author’s uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	L	M	M
	E41	Assess the significance and importance of themes in literary text.			
ELA9RL3 The student deepens understanding of literary works by relating them to contemporary context or historical background. The student: a. Relates a literary work to non-literary documents and/or other texts from its literary period. b. Relates a literary work to non-literary documents and/or other texts relevant to its historical setting.	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	L	M	M