Ohio 9th Grade Language Arts Content Standards

Correlated to

To Be a Hero Literature & Thought Anthology **Perfection Learning Corporation**

Acquisition of Vocabulary

9 th Grade English Language Arts Content Standards	To Be a Hero Literature & Thought Anthology
Contextual Understanding	
1. Define unknown words through context clues and the	SB 12
author's use of comparison, contrast and cause and effect.	TG 13-18, 21
Conceptual Understanding	
2. Analyze the relationships of pairs of words in analogical	
statements (e.g., synonyms and antonyms, connotation and	
denotation) and infer word meanings from these relationships.	
3. Infer the literal and figurative meaning of words and	SB 63, 70-87, 114-115, 118-129
phrases and discuss the function of figurative language,	55 65, 70-67, 114-113, 116-127
including metaphors, similes, idioms and puns.	
merading metaphors, similes, ratorils and pans.	
4. Examine and discuss ways historical events have	
influenced the English language.	
Structural Understanding	
5. Use knowledge of Greek, Latin and Anglo-Saxon roots,	
prefixes and suffixes to understand complex words and new	
subject-area vocabulary (e.g., unknown words in science,	
mathematics and social studies).	
Tools and Resources	SB 15-18, 27-29, 35, 38-41
6. Determine the meanings and pronunciations of unknown	, , ,
words by using dictionaries, thesauruses, glossaries,	
technology and textual features, such as definitional footnotes	
or sidebars.	

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

9 th Grade English Language Arts Content Standards	To Be a Hero Literature & Thought Anthology
Self-Monitoring Strategies	
3. Monitor own comprehension by adjusting speed to fit the	SB 3-4, 9-10, 59
purpose, or by skimming, scanning, reading on, looking back,	TG 9-11
note taking or summarizing what has been read so far in text.	
Independent Reading	
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	TG 54-55, 58
recommendations from others).	
5. Independently read books for various purposes (e.g., for	
enjoyment, for literary experience, to gain information or to	
perform a task).	

Reading Applications: Informational, Technical and Persuasive Text

9 th Grade English Language Arts Content Standards	To Be a Hero Literature & Thought Anthology
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	
Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	
6. Analyze the author's development of key points to support argument or point of view.	
7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	SB 22-25, 39-41, 54-55, 56-62, 114-115, 130-131, 132-133 TG 14, 18, 26, 27, 40, 49, 50
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	

9 th Grade English Language Arts Content Standards	To Be a Hero Literature & Thought Anthology
1. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits	SB 64-69 TG 29
about themselves, including dialect, dramatic monologues and soliloquies.	
2. Analyze the influence of setting in relation to other literary elements.	SB 44-53 TG 25
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	
4. Evaluate the point of view used in a literary text.	SB 26-32, 33, 63, 64-69 TG 15, 16, 28, 29
5. Interpret universal themes across different works by the same author and different authors.	SB 26-32, 33, 63, 64-69, 70-87, 90-99, 104-113, 118- 129, 134-135 TG 15, 16, 28, 29, 30, 37, 39, 48, 51
6. Analyze how an author's choice of genre affects the expression of a theme or topic.	SB 26-32, 44-53, 64-69, 90-99 TG 15, 25, 29, 37
7. Explain how foreshadowing and flashback are used to shape plot in a literary text	TG 41
8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.	
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	SB 44-53, 63, 118-129 TG 25, 28, 48
10. Explain how authors use symbols to create broader meanings.	
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	

Writing Applications

9 th Grade English Language Arts Content Standards	To Be a Hero Literature & Thought Anthology
Write narratives that: a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); b. use a range of strategies and literary devices including figurative	
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	SB 22-25, 39-41, 54-55, 114-115, 132-133 TG 14, 18, 26, 40, 50
3. Write business letters, letters to the editor and job applications that: a. address audience needs, stated purpose and context in a clear and efficient manner; b. follow the conventional style appropriate to the text using proper technical terms; c. include appropriate facts and details; d. exclude extraneous details and inconsistencies; and e. provide a sense of closure to the writing.	
4. Write informational essays or reports, including research that: a. pose relevant and tightly drawn questions that engage the reader; b. provide a clear and accurate perspective on the subject; c. create an organizing structure appropriate to the purpose, audience and context; d. support the main ideas with facts, details, examples and explanations from sources; and e. document sources and include bibliographies.	SB 54-55
 5. Write persuasive compositions that: a. establish and develop a controlling idea; b. support arguments with detailed evidence; c. exclude irrelevant information; and d. cite sources of information. 6. Produce informal writings (e.g., journals, notes and poems) for various purposes. 	