Ohio 9th Grade Language Arts Content Standards

Correlated to

Voices of the Holocaust Literature & Thought Anthology Perfection Learning Corporation

Acquisition of Vocabulary

9 th Grade English Language Arts Content Standards	Voices of the Holocaust Literature & Thought Anthology
Contextual Understanding	Ο - Ον
Define unknown words through context clues and the	SB 14
author's use of comparison, contrast and cause and effect.	TG 12-22
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 30-31, 38-39, 62-64
phrases and discuss the function of figurative language,	TG 16, 18, 27
including metaphors, similes, idioms and puns.	
	GD 22 25
4. Examine and discuss ways historical events have	SB 32-37
influenced the English language.	TG 17
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	
6. Determine the meanings and pronunciations of unknown	SB 33-34, 35-36, 56, 61-62
words by using dictionaries, thesauruses, glossaries,	SD 33-34, 33-30, 30, 01-02
technology and textual features, such as definitional footnotes	
or sidebars.	
of bideouts.	

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

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Self-Monitoring Strategies 3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	SB 3-14 TG 7-11
Independent Reading 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	TG 62-63, 68, 46, 47
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

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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.	
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	TG 20-21, 30-31, 40-41, 51-52
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	TG 10-13
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.	SB 20-27, 32-37, 80-85, 86-89, 126-130, 131-135, 136- 137 TG 14, 17, 38, 39-40, 56, 57, 58
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	SB 20-27, 32-37, 80-85, 86-89, 126-130, 131-135, 136- 137 TG-14, 17, 38, 39-40, 56, 57, 58
6. Analyze the author's development of key points to support argument or point of view.	SB 20-27, 32-37, 80-85, 86-89, 126-130, 131-135, 136- 137 TG 14, 17, 38, 39-40, 56, 57, 58

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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).	Ziici iiiiii e e Thongiii Thiniology
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	
1. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	SB 16-19, 40-53 TG 13, 19
2. Analyze the influence of setting in relation to other literary elements.	SB 56-61 TG-26
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 16-19, 28-29, 30-31, 38-39, 40-53, 56-61, 65, 72-73 TG 13, 15, 16, 18, 19, 26, 28, 36
5. Interpret universal themes across different works by the same author and different authors.	TG 20-21, 30-31, 40-41, 51-52
6. Analyze how an author's choice of genre affects the expression of a theme or topic.	SB 30-31, 38-39, 72-73, 116-117 TG 16, 18, 20, 36, 49
7. Explain how foreshadowing and flashback are used to shape plot in a literary text	SB 28-29 TG 15
8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.	SB 56-61 TG 26
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	SB 28-29, 30-31, 62-64, 65 TG 15, 16, 27, 28
10. Explain how authors use symbols to create broader meanings.11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	SB 38-39, 62-64, 118-123 TG 18, 27, 50

Writing Applications

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1. Write narratives that:	Luerature & Inought Anthology
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 figurativelanguage and specific narration; and, c. include an organized, well developed structure.	
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 54, 70, 90, 124 TG 21, 31, 41, 52
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. 	TG 62-63
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.	