

Ohio 9th Grade Language Arts Content Standards

Correlated to

To Be a Hero Literature & Thought Anthology Perfection Learning Corporation

Acquisition of Vocabulary

<i>9th Grade English Language Arts Content Standards</i>	<i>To Be a Hero Literature & Thought Anthology</i>
<i>Contextual Understanding</i> 1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	SB 12 TG 13-18, 21
<i>Conceptual Understanding</i> 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 phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns. 4. Examine and discuss ways historical events have influenced the English language.	SB 63, 70-87, 114-115, 118-129
<i>Structural Understanding</i> 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).	
<i>Tools and Resources</i> 6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	SB 15-18, 27-29, 35, 38-41

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

<i>9th Grade English Language Arts Content Standards</i>	<i>To Be a Hero Literature & Thought Anthology</i>
<p><i>Self-Monitoring Strategies</i></p> <p>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.</p>	<p>SB 3-4, 9-10, 59 TG 9-11</p>
<p><i>Independent Reading</i></p> <p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>TG 54-55, 58</p>

**Reading Applications:
Informational, Technical and Persuasive Text**

<i>9th Grade English Language Arts Content Standards</i>	<i>To Be a Hero Literature & Thought Anthology</i>
<p>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.</p> <p>2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.</p> <p>3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.</p> <p>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.</p> <p>5. Analyze an author’s implicit and explicit argument, perspective or viewpoint in text.</p> <p>6. Analyze the author’s development of key points to support argument or point of view.</p> <p>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).</p> <p>8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.</p>	<p>SB 22-25, 39-41, 54-55, 56-62, 114-115, 130-131, 132-133 TG 14, 18, 26, 27, 40, 49, 50</p>

Reading Applications: Literary Text

<i>9th Grade English Language Arts Content Standards</i>	<i>To Be a Hero Literature & Thought Anthology</i>
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 64-69 TG 29
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.	

