

# Ohio 9<sup>th</sup> Grade Language Arts Content Standards

Correlated to

## Voices of the Holocaust Literature & Thought Anthology Perfection Learning Corporation

### Acquisition of Vocabulary

<i>9<sup>th</sup> Grade English Language Arts Content Standards</i>	<i>Voices of the Holocaust Literature &amp; 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.	<b>SB 14 TG 12-22</b>
<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.	<b>SB 30-31, 38-39, 62-64 TG 16, 18, 27</b>  <b>SB 32-37 TG 17</b>
<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.	<b>SB 33-34, 35-36, 56, 61-62</b>

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

<i>9<sup>th</sup> Grade English Language Arts Content Standards</i>	<i>Voices of the Holocaust Literature &amp; 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><b>SB 3-14 TG 7-11</b></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><b>TG 62-63, 68, 46, 47</b></p>

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

<i>9<sup>th</sup> Grade English Language Arts Content Standards</i>	<i>Voices of the Holocaust Literature &amp; 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><b>TG 20-21, 30-31, 40-41, 51-52</b></p> <p><b>TG 10-13</b></p> <p><b>SB 20-27, 32-37, 80-85, 86-89, 126-130, 131-135, 136-137 TG 14, 17, 38, 39-40, 56, 57, 58</b></p> <p><b>SB 20-27, 32-37, 80-85, 86-89, 126-130, 131-135, 136-137 TG-14, 17, 38, 39-40, 56, 57, 58</b></p> <p><b>SB 20-27, 32-37, 80-85, 86-89, 126-130, 131-135, 136-137 TG 14, 17, 38, 39-40, 56, 57, 58</b></p>

**Reading Applications: Literary Text**

<b><i>9<sup>th</sup> Grade English Language Arts Content Standards</i></b>	<b><i>Voices of the Holocaust Literature &amp; Thought Anthology</i></b>
<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>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.</p>	<p><b>SB 16-19, 40-53 TG 13, 19</b></p>
<p>2. Analyze the influence of setting in relation to other literary elements.</p>	<p><b>SB 56-61 TG-26</b></p>
<p>3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.</p>	
<p>4. Evaluate the point of view used in a literary text.</p>	<p><b>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</b></p>
<p>5. Interpret universal themes across different works by the same author and different authors.</p>	<p><b>TG 20-21, 30-31, 40-41, 51-52</b></p>
<p>6. Analyze how an author’s choice of genre affects the expression of a theme or topic.</p>	<p><b>SB 30-31, 38-39, 72-73, 116-117 TG 16, 18, 20, 36, 49</b></p>
<p>7. Explain how foreshadowing and flashback are used to shape plot in a literary text</p>	<p><b>SB 28-29 TG 15</b></p>
<p>8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.</p>	<p><b>SB 56-61 TG 26</b></p>
<p>9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.</p>	<p><b>SB 28-29, 30-31, 62-64, 65 TG 15, 16, 27, 28</b></p>
<p>10. Explain how authors use symbols to create broader meanings.</p>	<p><b>SB 38-39, 62-64, 118-123 TG 18, 27, 50</b></p>
<p>11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.</p>	

