

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 6

<p>RL. 6. 1</p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><u>Essential Understanding</u> -Reading comprehension -Draw inferences -Cite specific textual examples and details to support inferences and text meaning -Analyze the text</p>	<p><u>Academic Vocabulary/Language</u> -analyze/analysis -cite -drawn -explicit -inference -textual evidence</p>
<p>CCR Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p><u>*Extended Understanding</u> -MLA Formatting for in-text citations and works cited pages</p>	
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGET:</u> The student can cite textual evidence from the text to support an analysis of what the text says and inferences it makes.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can recognize textual evidence. The student can recognize inferences.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can analyze text to cite textual evidence that is explicitly stated. The student can analyze text to cite textual evidence that is inferred.</p> <p><u>Underpinning Product Learning Targets:</u> *The student can use correct format for in-text citations. *The student can use correct format for works cited pages.</p>		
<p>Career Connections http://www.ccssoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>			

Question Ideas

Use two examples of textual evidence to show why the author wrote this piece.

Cite a piece of textual evidence to support the main point made by the author?

Analyze the passage; what can you conclude? How does the textual evidence support your conclusion?

When you analyze the text, what inference can you make? Use the text to prove the inference.

Use two pieces of text to prove_____.

What evidence can be found in the text to show _____.

Analyze the passage; what is implied? Cite a piece of textual evidence to support the implication.

Common Core Appendices Support

Appendix B Sample Performance Task: Students cite explicit textual evidence as well as draw inferences about the drake and the duck from Katherine Paterson's *The Tale of the Mandarin Ducks* to support their analysis of the perils of vanity.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Using Textual Evidence

As students read a story or trade book, have them cite textual evidence on a graphic organizer of how a character changes through major events. Examining the completed organizer can help them determine the theme of the text rather than the main idea. One example of this may be noting themes of several fairy tales and looking for commonality.

Standardized Test Sample Question Stems

Part B: Which statement from the passage **best** supports the response in part A?

RL.5.1 (Prior Grade Standard)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.7.1 (Future Grade Standard)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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<p>RL. 6. 2</p>	<p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><u>Essential Understanding</u> -Reading comprehension -Recognize and analyze theme and central idea -Support theme or idea with details from the text -Analyze the text -Summarize the text -Recognize and distinguish between fact and opinion or judgment</p> <p><u>*Extended Understanding</u> -Types and uses of details, literary elements, and figurative language</p>	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -analyze -central idea -convey -details -determine -distinct -fact -judgment -opinion -summarize/summary -theme
<p>CCR Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>			

<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can determine the theme or central idea of a text and explain how it is conveyed through details.</p> <p>The student can summarize a text and leave out personal opinion or judgment.</p> <p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can define and understand theme.</p> <p>The student can define and understand central idea.</p> <p>The student can define and understand summary.</p> <p>The student can identify supporting details of theme or central idea in a text.</p> <p><u>Underpinning Reasoning Learning Targets:</u></p> <p>The student can distinguish between textual facts and opinions.</p>
<p>Career Connections http://www.ccsch.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	

Question Ideas

What insight about human life is revealed in the story?

What does _____ represent in the story?

Which of the following best captures the theme?

Analyze the passage, what can you conclude about life?

What textual evidence supports the central idea or theme?

What is the topic of the passage?

When you analyze the text, what details do you find that support the theme?

How does the textual evidence support ___ as the theme or central idea?

Summarize the text without putting in your own opinion or judgment?

Common Core Appendices Support

Appendix A Text Complexity: In the three-part model (Qualitative, Quantitative, Reader & Task) for measuring text complexity, theme falls under the Knowledge Demands section of Qualitative Measures. Themes for literary texts can exist on two continuums of text complexity: Simple Theme to Complex or Sophisticated Themes and Single Theme to Multiple Themes.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

McCarthy, Tara. *Spotlight on . . . Literary Elements*. New York: Scholastic, 2004.

This book covers literary elements such as character, figurative language, foreshadowing and flashback, plot, point of view, setting, theme, tone, and mood. This anthology includes 4-6 engaging stories, poems, or plays perfect for teaching specific literary elements. Its teaching guide includes mini-lessons, graphic organizers, student-reproducible items, and great activity ideas.

Enduring Understanding Imaginative texts can provide rich and timeless insights into universal themes, dilemmas, and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

Standardized Test Sample Question Stems

Which sentence states a theme that is shared by both Passage 1 and Passage 2?

- A. Creativity helps children learn.
- B. Safety is more important than having fun.
- C. Imagination makes everyday life more exciting.
- D. It is important to work at a task until it is complete.

RL.5.2 (Prior Grade Standard)

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.7.2 (Future Grade Standard)

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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<p>RL. 6.3</p>	<p>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.</p>	<p><u>Essential Understanding</u> -Describe a plot line -Describe how characters respond and change as the plot moves forward -Sequence a series of episodes in a story or drama -Identify plot elements -Describe characterization</p> <p><u>*Extended Understanding</u> -Types of plots and characters -Literary terms for plot elements and characterization</p>	<p><u>Academic Vocabulary/Language</u> -catastrophe -characters/characterization -climax -conflict -denouement -dialogue -episodes -exposition -falling action -plot -rising action -resolution</p>
<p>CCR Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can describe how a particular story's or drama's plot unfolds in a series of episodes.</p> <p>The student can explain how the characters respond or change as the plot advances.</p>		
<p>Career Connections http://www.ccsoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify a series of episodes (exposition, rising action, etc.) within a specific story or drams.</p> <p>The student can identify character types and traits.</p>		

Question Ideas

How would you sequence the episodes in the story or drama?

How did a character evolve with the plot of the story or drama?

How does the plot unfold?

Can you label the plot line of the story or drama?

Describe the conflict and resolution of the story or drama.

When and how did the character change?

What was the character's reaction to the incident in paragraph ____? If that incident had been left out of the plot, would the character have remained static?

At what point did the story reach its climax? What was the effect of that climax on George?

Common Core Appendices Support

Appendix A Text Complexity: In the three-part model (Qualitative, Quantitative, Reader & Task) for measuring text complexity, plot falls under the Structure section of Qualitative Measures. Plots for literary texts can exist on two continuums of text complexity: Simple Structure to Complex Structure and Events Related in Chronological Order to Events Related out of Chronological Order.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

McCarthy, Tara. *Spotlight on . . . Literary Elements*. New York: Scholastic, 2004.

This book covers literary elements such as character, figurative language, foreshadowing and flashback, plot, point of view, setting, theme, tone, and mood. This anthology includes 4-6 engaging stories, poems, or plays perfect for teaching specific literary elements. Its teaching guide includes mini-lessons, graphic organizers, student-reproducible items, and great activity ideas.

Standardized Test Sample Question Stems

In the passage from _____, how does the narrator's attitude toward _____ gradually change?

RL.5.3 (Prior Grade Standard)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.7.3 (Future Grade Standard)

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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<p>RL. 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Essential Understanding -Interpret words and phrases -Identify and analyze figurative language -Identify and analyze tone -Understand how word choice (diction) and figurative language impact meaning and tone *Extended Understanding -Identify and analyze above-grade-level figurative language and vocabulary</p>	<p>Academic Vocabulary/Language -analyze -connotation/connotative -denotation -determine -diction -figurative language (See your adopted textbook's glossary for grade-level appropriate figurative language devices as they are too numerous to list here.) -phrases -tone</p>
<p>CCR Anchor: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can determine the figurative, literal, and connotative meanings of words and phrases based on how they are used in a text. The student can analyze the impact of specific word choice (diction) on the meaning and tone of the passage. <u>Underpinning Knowledge Learning Targets:</u> The student can identify words and phrases that have connotative and figurative meaning used in a text. The student can identify tone in a text. <u>Underpinning Reasoning Learning Targets:</u> The student can determine, interpret, clarify, or verify the figurative, literal, and connotative meanings of words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.</p>	
<p>Career Connections http://www.ccssoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>		

Question Ideas

- What does the word/phrase __ mean in this selection? Is there a feeling or emotion associated with the word ____?
- Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?
- Which of the following synonyms is closest in meaning to the word __?
- What is the tone of the passage? Use the text to support your choice for author's tone.
- How did the author use word (diction) choice to impact meaning?
- How did the author use word choice (diction) to impact tone?
- What word(s) could you use to replace __ in order to shift the tone?
- What kind of figurative language is being used in paragraph 5? How does it affect the meaning of the passage?

Common Core Appendices Support

Appendix A Text Complexity: In the three-part model (Qualitative, Quantitative, Reader & Task) for measuring text complexity, figurative language and word meanings fall under the Language Conventuality and Clarity section of Qualitative Measures. Word meanings for literary texts can exist on four continuums of text complexity: Literal to Figurative/Ironic, Clear to Ambiguous/Purposefully Misleading, Contemporary/Familiar to Archaic/Otherwise Unfamiliar, and Conversational to General Academic and Domain-Specific.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

This resource from The Kennedy Center Arts Edge site has students explore the origins of "The Black National Anthem," originally a poem by James Weldon Johnson entitled "Lift Every Voice and Sing." By analyzing the poem's figurative language, students will come to understand how the poem conveys a sense of hope and unity despite hardship. Students also will learn how the addition of music further enhances the messages of imagery of the poem's words. Find it at http://artsedge.kennedy-center.org/educators/lessons/grade-/Lift_Every_Voice_and_Sing.aspx.

Standardized Test Sample Question Stems

What is the effect of the personification in paragraph 16?

- A. It shows that the gravel pit is very large. B. It explains why the children chose to dig in the gravel pit.
- C. It explains why the children's father wants them to avoid the gravel pit.
- D. It gives a picture of what caused the sea to disappear from the gravel pit.

RL.5.4 (Prior Grade Standard)

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.7.4 (Future Grade Standard)

Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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<p>RL. 6.5</p>	<p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>Essential Understanding -Identify and analyze text structures and their parts -Identify and understand types of sentences and syntactical structures -Identify and understand how a theme, setting, or plot develops -Understand and analyze how text structure contributes to the development of the theme, setting, or plot</p> <p>*Extended Understanding -Close reading</p>	<p>Academic Vocabulary/Language -analyze -particular -plot -scene -sentence (telegraphic, short, medium, long, simple, complex, compound, compound-complex, cumulative, periodic, etc.) -setting -stanza (quatrain, couplet, etc.) -syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure, etc.) -text structure (chronological, comparison, cause/effect, problem/solution, etc.) -theme</p>
<p>CCR Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. The student can analyze how a particular sentence, chapter, scene, or stanza contributes to the development of theme, setting, or plot.</p>		
<p>Career Connections http://www.ccsbh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Knowledge Learning Targets:</u> The student can identify the structure, theme, plot, and setting of a text. The student can identify types of sentences, chapters, scenes, or stanzas in a text. The student can identify and understand how a theme, setting, or plot develops in a text.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can determine the purpose of particular sentences, chapters, scenes, or stanzas in overall text structure.</p>		

Question Ideas

How does the theme, setting, or plot develop?

What words help the development of the theme, setting, or plot?

How does __ contribute to the development of the theme, setting, or plot?

How does the sentence, chapter, scene, or stanza fit into the overall structure of _____?

Why did the author choose to use a refrain in the poem? How does the refrain affect the theme?

Analyze the text structure and explain why the author chose to write it this way.

How would leaving out this sentence, chapter, scene, or stanza change the meaning of the work?

How would leaving out this sentence, chapter, scene, or stanza change the structure of the work?

How would leaving out this sentence, chapter, scene, or stanza change the plot of the work?

How would leaving out this sentence, chapter, scene, or stanza change the theme of the work?

Common Core Appendices Support

Appendix B Sample Performance Task: Students analyze how the opening stanza of Robert Frost’s “The Road Not Taken” structures the rhythm and meter of the poem and how the themes introduced by the speaker develop over the course of the text.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Using Textual Evidence

Students analyze the techniques authors use to describe characters, setting, and major and minor incidents of the plot.

Enduring Understanding Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure.

Standardized Test Sample Question Stems

How does the description of the setting in paragraph 5 affect the overall meaning of Passage 1?

- A. Describing the gravel pit as “like a giant’s washbowl” creates a sense of adventure.
- B. Mentioning the shape of the gravel pit explains that there used to be a beach there.
- C. Using words like “large and wide” to describe the gravel pit shows that the children must be careful.
- D. Giving the location of the gravel pit helps the reader understand how far the children walk to get there.

RL.5.5 (Prior Grade Standard)

Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

RL.7.5 (Future Grade Standard)

Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 6

<p>RL. 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Essential Understanding -Identify the point of view -Understand and explain how the point of view is developed by the narrator or speaker</p> <p>*Extended Understanding -Types of points of view -Close reading -Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?)</p>	<p>Academic Vocabulary/Language -analyze -develop -narrator -point of view (first, second, third, objective, subjective, omniscient, limited omniscient, etc.) -speaker -style</p>
<p>CCR Anchor: Assess how point of view or purpose shapes the content and style of a text.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can explain how an author develops the point of view of a narrator, speaker, or a text's character.</p> <p><u>Underpinning Knowledge Learning Targets:</u></p>	
<p>Career Connections http://www.ccssoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p>The student can recognize and understand strategies authors use to develop point of view (characterization, dialogue, etc.).</p> <p>The student can identify varied points of view in a text.</p> <p>The student can identify details in a text that develop point of view.</p>	

Question Ideas

From whose point of view is the text written?

Who is speaking? To whom?

What point of view is being used in the text?

Who is the narrator? How does the author develop the narrator's point of view?

Is the narrator and the author the same person? How do you know?

Does the speaker's point of view differ from the author's? How do you know?

Is the narrator a character in the story? How do you know?

How is the objective point of view developed?

How is the subjective point of view developed?

How is the (first person, third person, omniscient, etc.) point of view developed through diction, setting, characterization, etc. by the author?

What details from the text help develop the narrator's point of view?

Common Core Appendices Support

Appendix B Sample Performance Task: Students explain how Sandra Cisneros' choice of words develops the point of view of the young speaker in her story "Eleven."

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

By using this rich lesson resource, students can analyze a variety of poems from online resources, compare the similarities/differences of several poems, build connections between personal experience and literature, and develop an understanding of audience, speaker, narrator, and writer, as well as an understanding of mood and theme. Find it at <http://www.readwritethink.org/classroom-resources/lesson-plans/poet-shoes-performing-poetry-78.html?tab=2 - tabs>.

Standardized Test Sample Question Stems

Select two lines from Passage 2 that develop the speaker's desire for adventure.

A. "Three of us afloat in the meadow by the swing," (line 1)

B. "Winds are in the air, they are blowing in the spring," (line 3)

C. "And waves are on the meadow like the waves there are at sea." (line 4)

D. "Shall it be to Africa, a-steering of the boat," (line 7)

E. "Quick, and we'll escape them, they're as mad as they can be," (line 11)

RL.5.6 (Prior Grade Standard)

Describe how a narrator's or speaker's point of view influences how events are described.

RL.7.6 (Future Grade Standard)

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Ohio's Learning Standards-Clear Learning Targets

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<p>RL. 6.7</p>	<p>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p><u>Essential Understanding</u> -Compare and contrast a print text to an audio-visual version of the text -Contrast what is seen/heard when reading a text to what is perceived when listening/viewing a text -Reading, viewing, and listening comprehension</p> <p><u>*Extended Understanding</u> -Film literacy</p>	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -analyze -compare -contrast -diverse -evaluate -experience -format -integrate -media -perceive/perception -quantitative
<p>CCR Anchor: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>			

<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can compare and contrast the experience of reading a text to the viewing of and/or listening to the same text.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can recognize similarities and differences between content presented in diverse formats.</p>
<p>Career Connections http://www.ccsok.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Reasoning Learning Targets:</u> The student can determine the similarities of the experience of reading a story/drama/poem to the experience of listening to or viewing the audio, video, or live version of the text.</p> <p>The student can determine the differences between the experience of reading a story/drama/poem to the experience of listening to or viewing the audio, video, or live version of the text.</p>

Question Ideas

What do you see and hear when reading the text? When watching the video?

Explain what you perceive when listening to/watching the text?

How does the text compare to the video? How does the text contrast the video?

What are the similarities and differences between the text and the film?

List three similarities/differences between what you see and hear when reading the text to your perception of what you hear and see in the audio/video/live version of the text.

How is the movie similar to the text? How is the movie different from the text?

What has been added to your perception of the text by watching the play?

Common Core Appendices Support

Appendix B Sample Performance Task: Students compare and contrast the effect Henry Wadsworth Longfellow’s poem “Paul Revere’s Ride” has on them to the effect they experience from a multimedia dramatization of the event presented in an interactive digital map (<http://www.paulreverehouse.org/ride/>), analyzing the impact of different techniques employed that are unique to each medium.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Reading Quest offers *Strategies for Reading Comprehension, Comparison-Contrast Charts*, where students use a Comparison Contrast chart to compare and/or contrast a movie and a work of literature (e.g., *The Legend of Sleepy Hollow*). First students look at the similarities. Then they consider the differences, making sure to indicate on what criteria they are drawing out the dissimilarities. Find these strategies at <http://www.readingquest.org/strat/compare.html>.

Enduring Understanding Competent readers can synthesize information from a variety of sources including print, audio, and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author’s message/theme as well as the ideas being explored.

RL.5.7 (Prior Grade Standard)

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.7.7 (Future Grade Standard)

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Ohio's Learning Standards-Clear Learning Targets

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<p>RL. 6.9</p>	<p>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>Essential Understanding -Reading comprehension -Recognize text forms and genres -Identify themes and topics -Compare and contrast the themes and topics of different versions of the same text *Extended Understanding -Close reading -Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?)</p>	<p>Academic Vocabulary/Language -analyze -approach -compare -contrast -genre (fiction, prose, poetry, drama, epic, tragedy, etc.) -text form (graphic novel, picture book, manuscript, etc.) -theme -topic</p>
<p>CCR Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>			

<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can compare and contrast texts in different forms or genres based upon their approach to similar themes and topics.</p> <p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify the characteristics of different genres/forms of literature.</p> <p>The student can identify a similar theme in two or more genres/forms of literature.</p> <p>The student can identify a similar topic in two or more genres/forms of literature.</p>		
<p>Career Connections http://www.ccsOH.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>			

Question Ideas

What is the theme of both texts? How do the two texts differ in the treatment of that theme? How are the two texts similar in the treatment of that theme?

Compare the poem to the historical narrative concerning topics from WWI.

After reading both texts, state the theme of both. How are the themes similar? How are they different?

What topics can be found in both texts? Do both texts approach the topics the same?

How does the author's approach to the theme in the graphic novel differ from the author's approach to the same theme in the narrative?

How do the authors' approaches to the topic/theme of _____ differ from the historical novel to the fantasy work?

What do both texts have in common?

Common Core Appendices Support

Appendix A Text Complexity: In the three-part model (Qualitative, Quantitative, Reader & Task) for measuring text complexity, knowledge of genres falls under the Knowledge Demands: Cultural/Literary Knowledge section of Qualitative Measures. Genre knowledge for literary texts exists on a continuum of text complexity: Everyday knowledge and familiarity with genre conventions required to Cultural and literary knowledge useful.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Jigsaw Using trade books, poems, and essays on the same topic, have students gather in small groups and determine a theme for a particular topic. Students talk together to determine how that theme is made apparent. The groups then “jigsaw” and each student explains to the others about the demonstrated theme and evidence to support their conclusions.

Enduring Understanding Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

RL.5.9 (Prior Grade Standard)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RL.7.9 (Future Grade Standard)

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 6

<p>RL. 6. 10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Essential Understanding -Demonstrate comprehension of grade-level, complex literary text -Demonstrate comprehension of above grade-level, complex literary text with scaffolding -Identify/evaluate text complexity</p> <p>*Extended Understanding -Demonstrate comprehension of above grade-level literary text without scaffolding</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -comprehension -decoding -fluency -Lexile -literary text/literature -proficient -text complexity -scaffolding
<p>CCR Anchor: Read and comprehend complex literary and informational texts independently and proficiently.</p>		

<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can independently read and comprehend complex literature (stories, dramas, and poems) at the sixth grade level.</p> <p>The student can read and comprehend literary text at the seventh and eighth grade levels, with scaffolding if needed.</p>
<p>Career Connections http://www.ccssoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify grade-level texts.</p> <p>The student can identify texts on their reading level (i.e. Lexile level).</p> <p>The student can monitor his/her own comprehension.</p>

Question Ideas

How should you choose which literary texts to read?

What strategies should you use to comprehend a complex text?

What procedures/scaffolding can you use to help read and comprehend a text at the high end of the 6-8 text complexity band or at a level above your Lexile score?

What is your Lexile level? What is the Lexile level of this text? What reading comprehension strategies will you use to be sure you can read and comprehend this text?

Apply the four steps of text complexity to determine if this is an appropriate text for you. Use the Text Complexity Analysis Sheet or Text Complexity Bookmark to assist you.

How do you monitor your own comprehension as you read?

What steps are involved in close reading of a text?

Common Core Appendices Support

Appendix A Text Complexity (pages 2-16 address all aspects of text complexity)

Why Text Complexity Matters Surprisingly, what chiefly distinguished the performance of those students who had earned the benchmark score [on the ACT] or better from those who had not was **not** their relative ability in making inferences while reading or answering questions related to particular cognitive processes, such as determining main ideas or determining the meaning of words and phrases in context. Instead, **the clearest differentiator was students' ability to answer questions associated with complex texts.**

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Enduring Understanding In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration, and stamina to read these texts independently and proficiently.

Marking Strategy Self-annotating becomes a “marking strategy” that forces active learning.

- **Basic:** Provide students with a list of annotated cues, keys or codes (e.g. ? – question, P – prediction, TS – Text to Self-connection).

- **Extended:** Students devise a self-annotated guide (encourage students to use their creativity).

RL.5.10 (Prior Grade Standard)

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

RL.7.10 (Future Grade Standard)

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.