

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 7

<p><b>RL. 7. 1</b></p>	<p><b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p>	<p><b>Essential Understanding</b>          -Reading comprehension          -Draw inferences          -Cite specific textual examples and details to support inferences and text meaning          -Analyze the text          -MLA formatting for in-text citations and works cited pages</p> <p><b>*Extended Understanding</b>          -Evaluate the strength textual citations</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-analyze/analysis</li> <li>-cite</li> <li>-drawn</li> <li>-explicit</li> <li>-inference</li> <li>-MLA formatting</li> <li>-several</li> <li>-textual evidence</li> </ul>
<p><b>CCR Anchor:</b> 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><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGET:</u></b></p> <p><b>The student can cite several pieces of textual evidence to support an analysis of what the text says and inferences it makes.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p><b>The student can recognize textual evidence.</b></p> <p><b>The student can recognize inferences.</b></p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <p><b>The student can analyze text to cite textual evidence that is explicitly stated.</b></p> <p><b>The student can analyze text to cite textual evidence that is inferred.</b></p> <p><b><u>Underpinning Product Learning Targets:</u></b></p> <p><b>The student can use correct MLA format for in-text citations.</b></p> <p><b>The student can use correct MLA format for works cited pages.</b></p>		
<p><b>Career Connections</b></p> <p><a href="http://www.ccssoh.us/ELA6-12.aspx">http://www.ccssoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>			

### Question Ideas

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

Cite three pieces 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 three pieces of text to prove\_\_\_\_\_.

What evidence can be found in the text to show \_\_\_\_\_.

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

### Common Core Appendices Support

*Appendix B Grades 6-8 Text Exemplars:* Literary pieces that are textually complex and rich which can be used for textual citation tasks are on pages 77-89 and include the following: *The Dark is Rising* by Susan Cooper (prose), “O Captain! My Captain!” by Walt Whitman (poetry), and *Sorry, Wrong Number* by Louise Fletcher (drama).

### Ohio Department of Education Model Curriculum Instructional Strategies and Resources

#### Making Predictions

When students are making predictions during the reading of the text, have them write their predictions followed by information from the text that supports their ideas. Students can use a “What I Think Will Happen and Why I Think So” format in a double-entry journal. Students must cite quotations and page numbers from the text to support their predictions.

#### Standardized Test Sample Question Stems

Select (highlight) the detail that shows that Alice prefers to avoid conflict with the Queen.

6 “I only wanted to see what the garden was like, your Majesty—”

7 “That’s right,” said the Queen, patting her on the head, which Alice didn’t like at all, “though, when you say ‘garden,’—I’VE seen gardens, compared with which this would be a wilderness.”

8 Alice didn’t dare to argue the point, but went on: “—and I thought I’d try and find my way to the top of that hill—”

9 “When you say ‘hill,’” the Queen interrupted, “I could show you hills, in comparison with which you’d call that a valley.”

#### RL.6.1 (Prior Grade Standard)

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

#### RL.8.1 (Future Grade Standard)

**Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 7

<p><b>RL. 7.2</b> 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.</p>	<p><u>Essential Understanding</u>          -Reading comprehension          -Recognize and understand theme and central idea          -Trace and analyze theme/central idea development          -Summarize the text          -Avoid putting opinion or judgment into objective summaries</p>	<p><u>Academic Vocabulary/Language</u>          -analyze          -central idea          -details          -determine          -development          -judgment          -objective          -opinion          -summarize/summary          -theme</p>
<p><b>CCR Anchor:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><u>*Extended Understanding</u>          -Types and uses of details, literary elements, and figurative language</p>	

<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p>The student can determine the theme or central idea of a text and analyze its development.</p> <p>The student can objectively summarize a text.</p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p>The student can define, understand, and recognize theme, central idea, and summary.</p> <p>The student can follow the progression of theme in a text.</p> <p>The student can follow the progression of central idea in a text.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <p>The student can distinguish between textual facts and opinions.</p>
<p><b>Career Connections</b>  <a href="http://www.ccssoh.us/ELA6-12.aspx">http://www.ccssoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	

### Question Ideas

What insight about human life is revealed in the story?

An example of how the theme recurs in the text is \_\_\_.

How does the theme/main idea develop as the text progresses?

Analyze the passage, what can you conclude about life?

What textual evidence supports the central idea or theme?

What literary elements help you determine the theme?

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

How does the textual evidence support the development of \_\_\_ 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

#### 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

Part A: What is a theme of the passage?

- A. People must work hard to reach their goals.
- B. Childhood is a time for imagination and play.
- C. Being in a new situation requires learning new rules.
- D. A person should always work to show respect for authority.

Part B: How do Alice's actions develop the theme?

- A. She misunderstands the Queen's commands and questions.
- B. She questions everything she sees in order to make sense of it.
- B. She befriends the Queen in order to learn the quickest way to return home.
- D. She runs a great distance to arrive at the chessboard and get a chance to be Queen.

#### RL.6.2 (Prior Grade Standard)

**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.**

#### RL.8.2 (Future Grade Standard)

**Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 7

<p><b>RL. 7.3</b></p>	<p><b>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b></p>	<p><b>Essential Understanding</b>          -Identify and understand literary elements in a text (e.g., setting, plot, diction, characterization, storytelling techniques, structure, style, syntax, mood, tone, theme, dialogue, figurative language, repetition, etc.)          -Analyze how literary elements interact in a prose text</p>	<p><b>Academic Vocabulary/Language</b>          -analyze          -drama          -interact          -literary elements          *See your adopted textbook's glossary for grade-level appropriate literary elements as they are too numerous to list here.</p>
<p><b>CCR Anchor:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><b>*Extended Understanding</b>          -Identify and understand elements of language/rhetoric</p>		
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The students can analyze how elements of a story or drama interact.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can identify varied grade-level appropriate literary elements in a text.</b></p>		
<p><b>Career Connections</b>  <a href="http://www.ccssoh.us/ELA6-12.aspx">http://www.ccssoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b><u>Underpinning Reasoning Learning Targets:</u></b>  <b>The student can determine the relationships between varied grade-level appropriate elements of literature in text.</b></p>		

## Question Ideas

How does the diction help you understand characterization?

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

An example of how the theme is shaped by plot is \_\_\_\_\_.

What is the relationship between the syntax and the setting?

Describe the conflict and resolution of the story or drama. How did the mood of the text change with the resolution?

How did the character change affect the tone of the piece?

How did the use of figurative language affect the theme of the story?

Why was flashback so important to the plot of the story/drama?

## Common Core Appendices Support

*Appendix B Sample Performance Task:* Students analyze how the playwright Louise Fletcher uses particular elements of drama (e.g., setting and dialogue) to create dramatic tension in her play *Sorry, Wrong Number*.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Webbing

Have students compose research questions about the time period of a text, finding resources (print and digital) to answer their questions. Students can enter their information on a semantic web that can be displayed on a bulletin board that depicts how the events of the time might have shaped the plot/ and or characters in the text. This map can then be used to guide students in writing summaries of the time period.

### Standardized Test Sample Question Stems

How do the repeated references to the ringing bell affect the dialogue between the narrator and Ellen throughout Passage 1?

- A. They show what the narrator has done to improve her life.
- B. They provide a contrast for the work the women do in the mill.
- C. They add to the tension of the choice Ellen is trying to make.
- D. They help readers understand why Ellen wants to stay in the city.

### RL.6.3 (Prior Grade Standard)

**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.**

### RL.8.3 (Future Grade Standard)

**Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 7

<p><b>RL. 7. 4</b></p>	<p><b>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.</b></p>	<p><b>Essential Understanding</b>          -Interpret words and phrases          -Determine figurative and connotative word meanings in a text          -Identify and analyze varied sound repetitions in poetry and prose          -Understand how word choice (diction), figurative language, and sound repetition impact meaning</p>	<p><b>Academic Vocabulary/Language</b>          -analyze          -connotation/denotation          -diction          -figurative language (grade-level appropriate)          -phrases          -sound repetition (rhyme, rhyme scheme, alliteration, assonance, anaphora, epistrophe, epanalepsis, sibilance, etc.)</p>
<p><b>CCR Anchor:</b> 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><b>*Extended Understanding</b>          -Identify and analyze rhetorical repetitions</p>	<p>-stanza          -verse</p>
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can determine the figurative, literal, and connotative meanings of words and phrases based on how they are used in a text.</b>  <b>The student can analyze the impact of repetition of sound on a particular part of a text.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can identify words and phrases that have connotative and figurative meaning used in a text.</b>  <b>The student can identify repetitions of sound in a text.</b></p>		
<p><b>Career Connections</b>  <a href="http://www.ccssoh.us/ELA6-12.aspx">http://www.ccssoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b><u>Underpinning Reasoning Learning Targets:</u></b>  <b>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.</b>  <b>The student can analyze the impact of repetitions of sound on meaning in a text.</b></p>		

## Question Ideas

What does the word/phrase \_\_\_ mean in this selection?

Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?

What is the literal meaning of the word \_\_\_? What is the connotative meaning of that same word as it is used in the text?

What effect does the rhyme scheme have on the meaning of the poem?

Is there a feeling or emotion associated with the word \_\_\_\_\_?

How did the author use repetition of sound in stanza 5 to impact meaning?

What type of repetition is used in the text? What effect does it have on the reader? What effect does it have on meaning?

How does the figurative language in verse 4 cause a shift in the meaning of the dirge?

## 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

*Naming the World: A Year of Poems and Lessons* by Atwell, Nancy. Heinemann Publishing, 2006.

Have students read and analyze a poem, drama, or narrative by annotating specific parts of a piece (finding figurative language, patterns, rhyme, etc.) indicating how these parts affect the meaning. Students work with a partner, small group, or independently to analyze and annotate, then come together in a large group to share their understanding of the meaning. Frequent reading and annotating of literature to analyze is a powerful strategy to teach and assess how craft and structure determine meaning.

## Standardized Test Sample Question Stems

**Which sentence best explains the description, “Smiles under each fingernail,”?**

- A. The line describes the lines of dirt above the speaker’s brow.
- B. The line describes the shape of the soil on the speaker’s hands.
- C. The line describes the happiness of the speaker because he is providing the food.
- D. The line describes the happiness of the speaker’s family when they receive the food.

## RL.6.4 (Prior 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 a specific word choice on meaning and tone.**

## RL.8.4 (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 specific word choices on meaning and tone, including analogies or allusions to other texts.**



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 7

<b>RL. 7.5</b>	<b>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</b>	<u>Essential Understanding</u> -Identify and understand drama structures/forms -Identify and understand poetic structures/forms -Understand and analyze how dramatic and poetic structure contributes to meaning in a text	<u>Academic Vocabulary/Language</u> -analyze -drama and poetry structures (aside, comedy, plot line, scene, verse, line, soliloquy, stanza types, tragedy, etc.) -poetic forms (lyric-elegy, ode, sonnet; narrative-epic, ballad; dramatic; open/closed-free verse, blank verse; light verse-limerick, epigram; etc.)
<b>CCR Anchor:</b> 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.		<u>*Extended Understanding</u> -Close reading	
<b>ULTIMATE LEARNING TARGET TYPE: REASONING</b>	<u><b>BROAD LEARNING TARGETS:</b></u> <b>The student can analyze how a drama's form and structure of a text contributes to its meaning.</b> <b>The student can analyze how a poem's form and structure of a text contributes to its meaning.</b> <u>Underpinning Knowledge Learning Targets:</u> <b>The student can identify poetic elements of form and structure.</b> <b>The student can identify dramatic elements of form and structure.</b> <b>The student can identify the form and structure of various types of poetry and drama.</b> <b>The student can identify and explain the meaning of a text.</b>		
<b>Career Connections</b> <a href="http://www.ccssoh.us/ELA6-12.aspx">http://www.ccssoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)			

## Question Ideas

What poetic form (lyric, narrative, or dramatic) is used in this poem? How does that form affect meaning?

Why did the author choose a narrative structure for this poem? How does that structure affect the meaning of the poem?

How does the line, verse, stanza, scene, or stanza fit into the overall structure of \_\_\_\_\_?

How does the third stanza shift the meaning of the poem?

Analyze the aside in scene two? How does it affect the meaning of the entire act?

How would leaving out this line, verse, act, scene, or stanza change the meaning of the work?

Why did the author have the \_\_\_\_\_ character speak in blank verse? How does that affect the overall meaning of the play?

Analyze the soliloquy in Act three. What do we learn about the character?

What type of lyric is this poem? How do you know? How does knowing affect meaning?

Closely read the poem. Is it a particular type of poem (e.g., sonnet, limerick, etc.)? How does knowing that this poem has/does not have a particular form affect its meaning?

## Common Core Appendices Support

*Appendix B Grades 6-8 Text Exemplars:* Poems that are text exemplars for the grade band (pages 83-89) include the following: “The Railway Train” by Emily Dickinson, “The Song of Wandering Aengus” by W. B. Yeats, and “Oranges” by Gary Soto.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Content Elaborations

Different genres of literature make use of different text structures. Whereas a mystery story may withhold the plot narration until later in the story, a play may make use of a soliloquy early on to cue the reader into the plot. Readers analyze how the structure of a drama or poem affects meaning.

### Standardized Test Sample Question Stems

How does Elizabeth Hagen’s use of rhetorical questions in the title, at the beginning of paragraph 2, and at the beginning of paragraph 4 attempt to engage the reader throughout the passage?

- A. It makes her seem like she doesn’t know what she’s talking about.
- B. Hagen tries to make herself seem superior to the reader if he/she does not know the answer.
- C. The questions are not answered in the passage, leaving the reader wanting more.
- D. The questions emphasize the point the author is about to make in the passage.

### RL.6.5 (Prior Grade Standard)

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.

### RL.8.5 (Future Grade Standard)

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 7

<p><b>RL. 7. 6</b></p>	<p><b>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</b></p>	<p><b>Essential Understanding</b>          -Identify point of view          -Understand and explain how the points of view of characters or narrators are developed by the author          -Analyze how and explain why characters'/narrators' points of view differ  <b>*Extended Understanding</b>          -Close reading          -Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?)</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-analyze</li> <li>-character</li> <li>-contrast</li> <li>-develop</li> <li>-narrator</li> <li>-point of view (first, second, third, objective, subjective, omniscient, limited omniscient, etc.)</li> </ul>
<p><b>CCR Anchor:</b> Assess how point of view or purpose shapes the content and style of a text.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p><b>The student can analyze how an author develops the points of view of characters and narrators.</b></p> <p><b>The student can analyze how an author contrasts the points of view of characters and narrators.</b></p>		
<p><b>Career Connections</b>  <a href="http://www.ccssoh.us/ELA6-12.aspx">http://www.ccssoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p><b>The student can recognize strategies authors use to develop point of view (characterization, dialogue, etc.)</b></p> <p><b>The student can identify the point of view of a character/narrator in a text.</b></p> <p><b>The student can identify contrasting points of view within a text.</b></p>		

## Question Ideas

From whose point of view is the text written?

Who is speaking? To whom?

How does the narrator's point of view differ from the \_\_\_\_\_ character's point of view? How do you know they differ?

How does the author develop the narrator's point of view? What strategies does he use?

How does the author develop the main character's point of view?

How does the point of view of the protagonist differ from the antagonist?

How is the narrator's/character's 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 by the author?

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

## Common Core Appendices Support

*Appendix A Text Complexity:* In the three-part model (Qualitative, Quantitative, Reader & Task) for measuring text complexity, point of view falls under the Knowledge Demands: Life Experiences section of Qualitative Measures. Point of view for literary texts exists on a continuum of text complexity: Single Perspective to Multiple Perspectives.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### 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 is the narrator's point of view different from Ellen's?

- A. The narrator thinks that the work the women do in the mill is easy.
- B. The narrator enjoys the sounds of mechanical equipment heard in the city.
- C. The narrator recognizes the benefits of living and working in Lowell.
- D. The narrator acknowledges that there is not enough leisure time in Lowell.

### RL.6.6 (Prior Grade Standard)

**Explain how an author develops the point of view of the narrator or speaker in a text.**

### RL.8.6 (Future Grade Standard)

**Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 7

<p><b>RL. 7.7</b></p>	<p><b>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).</b></p>	<p><b>Essential Understanding</b>          -Compare and contrast a print text to an audio-visual version of the text          -Analyze the effects of media techniques when comparing and contrasting a print text to an audio-visual version of the text          -Reading, viewing, and listening comprehension          -Media techniques literacy</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-analyze</li> <li>-compare</li> <li>-contrast</li> <li>-drama conventions (fourth wall, aside, soliloquy, etc.)</li> <li>-evaluate</li> <li>-integrate</li> <li>-media</li> <li>-multimedia</li> <li>-quantitative</li> <li>-video techniques (pan, track, boom, close-up, medium shot, long shot, etc.)</li> </ul>
<p><b>CCR Anchor:</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>		<p><b>*Extended Understanding</b>          -Mock-up/create an audio-visual version of a text</p>	

<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>          The student can compare and contrast a written text to its audio-visual or multimedia version by analyzing the effects of techniques unique to each medium.</p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>          The student can identify media techniques/drama conventions used in an audio-visual or multimedia versions of a text.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p>		
<p><b>Career Connections</b>   <a href="http://www.ccssoh.us/ELA6-12.aspx">http://www.ccssoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p>The student can determine the similarities between a story/drama/poem and its audio, filmed, staged, or multimedia version by analyzing the effects of techniques unique to each medium.</p> <p>The student can determine the differences between a story/drama/poem and its audio, filmed, staged, or multimedia version by analyzing the effects of techniques unique to each medium.</p>		

## Question Ideas

How did the director use camera techniques to tell the story?

Explain why the director shot all of scene three in low lighting? How does that compare with the mood of scene three in your text?

How does the text compare to the video? How does the text contrast the video? What media techniques aided with establishing those similarities and differences.

What are the similarities and differences between the text and the multimedia presentation?

List three similarities/differences between what you see and hear when reading the text to your perception of what you hear and watch in the audio/video/live version of the text. What visual techniques were used to cause the similarities/differences?

What has been added to your perception of the text by watching the play? What media techniques helped alter your perception?

How is the movie version of \_\_\_\_\_ different from the text version? What visual techniques caused each of the differences?

## Common Core Appendices Support

*Appendix B Grades 6-8 Text Exemplars:* An example of a media text included in the text exemplars is a site where Composer Mark Adamo details the process of adapting *Little Women* to operatic form: <http://www.markadamo.com/little-women/>.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

A comparison-contrast chart that can be used for standard statement 7 (compare/contrast), can be found at <http://my.hrw.com/nsmedia/intgos/html/igo.htm>.

### RL.6.7 (Prior Grade Standard)

**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.**

### RL.8.7 (Future Grade Standard)

**Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.**

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 7

<p><b>RL. 7.9</b></p>	<p><b>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.</b></p>	<p><b>Essential Understanding</b>          -Understand and identify both historical fiction and historical accounts          -Identify historical times, places, and characters in historical accounts and historical fiction          -Explain how an author uses or alters history in a work of fiction          -Compare/contrast historical fiction and historical accounts in terms of character, place, time, event, historical period, etc.</p> <p><b>*Extended Understanding</b>          -Rewriting history</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-alter</li> <li>-analyze</li> <li>-compare</li> <li>-contrast</li> <li>-fiction</li> <li>-historical account</li> <li>-historical fiction</li> <li>-portrayal</li> <li>-primary source</li> <li>-secondary source</li> <li>-setting</li> <li>-time period</li> </ul>
<p><b>CCR Anchor:</b> 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><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p><b>The student can compare and contrast historical fiction and historical accounts of the same event, time, place, character, etc. to understand how authors use or alter history.</b></p>		
<p><b>Career Connections</b>  <a href="http://www.ccsoh.us/EL A6-12.aspx">http://www.ccsoh.us/EL A6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p><b>The student can identify historical fiction and historical accounts.</b></p> <p><b>The student can identify differences and similarities between historical fiction and historical accounts of the same event, time, place, character, etc.</b></p>		

## Question Ideas

How do the two texts differ? How are they similar? How did the author use actual history in the fictional account?

Compare the poem to the historical account concerning topics from WWI. What did the author of the poem change? Why?

After reading both texts, compare the character of Frederick Douglass in the play to the Frederick Douglass in the account.

What time period can be found in both texts? What event has been altered in the work of fiction?

How does the author's depiction of the time period in the graphic novel differ from the author's account of the time period in the primary source? What are some reasons the changes were made?

How do the authors' descriptions of \_\_\_\_\_ differ from the historical novel to the diary?

## Common Core Appendices Support

*Appendix B Sample Performance Tasks:* Students compare and contrast Laurence Yep's fictional portrayal of Chinese immigrants in turn-of-the-twentieth-century San Francisco in *Dragonwings* to historical accounts of the same period (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Writing Journal

Have students rewrite a piece of historical fiction as a contemporary story. This can be accompanied by a writing journal in which students describe the ways they had to change the events and characters because of the different time period involved. Students should be able to see how authors of historical fiction use events from the past to reveal universal themes of the human condition.

### RL.6.9 (Prior Grade Standard)

**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.**

### RL.8.9 (Future Grade Standard)

**Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.**



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 7

<p><b>RL. 7. 10</b></p>	<p><b>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.</b></p>	<p><b>Essential Understanding</b>          -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><b>*Extended Understanding</b>          -Demonstrate comprehension of above grade-level literary text without scaffolding</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-comprehension</li> <li>-decoding</li> <li>-fluency</li> <li>-Lexile</li> <li>-literary text/literature</li> <li>-proficient</li> <li>-text complexity</li> <li>-scaffolding</li> </ul>
<p><b>CCR Anchor:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>			

<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p><b>The student can independently read and comprehend complex literature (stories, dramas, and poems) at the seventh grade level.</b></p> <p><b>The student can read and comprehend complex literature (stories, dramas, and poems) at the eighth grade level, with scaffolding if needed.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p>
<p><b>Career Connections</b>  <a href="http://www.ccsok.us/EL A6-12.aspx">http://www.ccsok.us/EL A6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b>The student can identify grade-level texts.</b></p> <p><b>The student can identify texts on their reading level (i.e. Lexile level).</b></p> <p><b>The student can monitor his/her own comprehension.</b></p>

## Question Ideas

How should you choose which literary texts to read?  
text?

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 will devise a self-annotated guide (encourage students to use their creativity).

### RL.6.10 (Prior 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.**

### RL.8.10 (Future Grade Standard)

**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**