

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 8

|   |   |  |   |
|---|---|--|---|
| <div style="border: 2px solid #8B4513; border-radius: 15px; padding: 10px; display: inline-block;"> <b>RL. 8. 1</b> </div>  | <p><b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b></p>   | <p><b><u>Essential Understanding</u></b><br/>         -Reading comprehension<br/>         -Draw inferences<br/>         -Cite specific textual evidence to support inferences and text meaning<br/>         -Analyze the text<br/>         -Evaluate evidence<br/>         -MLA formatting for in-text citations and works cited pages</p> | <p><b><u>Academic Vocabulary/Language</u></b><br/>         -analyze/analysis<br/>         -cite<br/>         -drawn<br/>         -explicit<br/>         -evaluate<br/>         -inference<br/>         -MLA Formatting<br/>         -textual evidence</p> |
| <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><u>*Extended Understanding</u></b><br/>         -Construct text-dependent questions</p>   |  |   |
| <p><b>ULTIMATE LEARNING TARGET TYPE:<br/>REASONING</b></p>  | <p><b><u>BROAD LEARNING TARGET:</u></b><br/> <b>The student can cite textual evidence that most strongly supports an analysis of what the text says and inferences it makes.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b><br/> <b>The student can recognize textual evidence.</b></p> <p><b>The student can recognize inferences.</b></p>  |  |   |
| <p><b>Career Connections</b><br/> <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><br/> <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>The student can evaluate the strength of textual evidence.</b></p> <p><b><u>Underpinning Product Learning Targets:</u></b><br/> <b>The student can use correct MLA format for in-text citations and works cited pages.</b></p> |  |   |

## Question Ideas

Use three examples of textual evidence to show why the author wrote this piece and order them from weakest to strongest.

Cite the three pieces of textual evidence that most strongly support the main point made by the author?

Which of the following textual citations would most strongly support the theme?

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

Use three pieces of text to strongly prove\_\_\_\_\_.

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

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

After reading \_\_\_\_\_, support the main idea of the passage by listing the strongest piece of textual evidence.

## 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: *Black Ships Before Troy: The Story of the Iliad* by Rosemary Sutcliff (prose), “Chicago” by Walt Whitman (poetry), and *The Diary of Anne Frank: A Play* by Frances Goodrich (drama).

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

### Graphic Organizers

Use graphic organizers such as a herringbone pattern or semantic web to show connections between explicit facts and how they can be connected to make inferences. Work backwards so that students brainstorm and/or identify details first and then decide on a main idea.

### 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.7.1 (Prior 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.**

### RL.9-10.1 (Future Grade Standard)

**Cite strong and thorough textual evidence to support 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 8

|   |  |   |  |
|---|--|---|--|
| <p><b>RL. 8. 2</b></p>  | <p><b>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.</b></p>  | <p><b>Essential Understanding</b><br/>         -Recognize and understand theme and central idea<br/>         -Analyze theme/central idea development<br/>         -Identify characters, setting, and plot; analyze their relationship to theme development<br/>         -Objectively summarize the text</p> | <p><b>Academic Vocabulary/Language</b><br/>         -analyze<br/>         -central idea<br/>         -character<br/>         -determine<br/>         -development<br/>         -objective<br/>         -opinion<br/>         -plot<br/>         -setting<br/>         -summarize/summary<br/>         -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><b>*Extended Understanding</b><br/>         -Relational analysis of other literary elements on theme development</p>   |  |
| <p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>  | <p><b><u>BROAD LEARNING TARGETS:</u></b><br/> <b>The student can determine the theme or central idea of a text and analyze its development, showing relationship of characters, setting, and plot to that theme.</b><br/> <b>The student can objectively summarize a text.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b><br/> <b>The student can define, understand, and recognize theme, central idea, characters, setting, plot, and summary.</b><br/> <b>The student can follow the progression of theme in a text.</b><br/> <b>The student can follow the progression of central idea in a text.</b></p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b><br/> <b>The student can distinguish between textual facts and opinions.</b></p> |   |  |
| <p><b>Career Connections</b><br/> <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? Would your conclusion be different if the setting was different?

What is the relationship of the main character to the theme? How does his growth affect the theme?

How do the setting and the plot line help you determine the theme? What is their relationship to the theme?

When you analyze the text, which literary elements help you determine what the theme is \_\_\_\_? How did they help?

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 B Sample Performance Tasks:* Students summarize the development of the morality of Tom Sawyer in Mark Twain's novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed through characters, setting, and plot.

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

### Finding the Theme

Make copies of the reading so that students can write in the margins and highlight text portions to show what characters are saying or doing that is directly related to the central theme of the text. Students must be prepared to support and defend their choices.

### Standardized Test Sample Question Stems

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.

### RL.7.2 (Prior 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.**

### RL.9-10.2 (Future Grade Standard)

**Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 8

|   |   |  |  |
|---|---|--|--|
| <b>RL. 8.3</b>  | <b>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.</b>   | <p><b>Essential Understanding</b><br/>         -Understand and identify dialogue, character, and plot line in a text<br/>         -Analyze how dialogue or incidents reveal character, character development, and characterization in a text<br/>         -Analyze how dialogue or incidents propel the plot line in a text<br/>         -Analyze how dialogue or incidents provoke decisions in a text<br/> <b>*Extended Understanding</b><br/>         -Analyze rhetorical strategies used by characters in a text</p> | <p><b>Academic Vocabulary/Language</b><br/>         -action<br/>         -analyze<br/>         -aspects<br/>         -character/characterization<br/>         -dialogue<br/>         -drama<br/>         -incidents<br/>         -particular<br/>         -plot<br/>         -propel<br/>         -provoke</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>ULTIMATE LEARNING TARGET TYPE:<br/>REASONING</b></p>  | <p><b><u>BROAD LEARNING TARGETS:</u></b><br/> <b>The students can analyze how dialogue and incidents move the plot forward. The students can analyze how dialogue and incidents reveal character traits and bring about decisions.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b><br/> <b>The student can identify incidents that propel the plot in a story or drama.</b><br/> <b>The student can identify character types and traits.</b><br/> <b>The student can identify dialogue in a text.</b></p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b><br/> <b>The student can analyze the relationships between dialogue/incidents and characterization/plot.</b></p> |  |  |
| <p><b>Career Connections</b><br/> <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

How does the character's diction help you understand that character? What is revealed by his/her word choice?

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

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

What is the relationship between the \_\_\_\_\_ incident and the plot line? How was the plot line affected by the incident?

Which of the following most likely led to the character's decision to return to his home?

How did the \_\_\_\_ incident cause the character to change? What was the ultimate result of this change?

What was the character's reaction in paragraph \_\_\_\_? Why?

Using both direct and indirect characterization, write what you know about the main character.

### 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

#### Double-Entry Journal

Use a double-entry journal to have students write quotes or short episodes that show a character's particular thinking, action, response, or problem. The students then write a personal reflection, questions, or connection that relates to the character. Students then share their journal entry with a partner to analyze further the actions, etc. of the character.

### Standardized Test Sample Question Stems

How does line 5 help reveal Graham's true feelings?

#### RL.7.3 (Prior Grade Standard)

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

#### RL.9-10.3 (Future Grade Standard)

**Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 8

|   |   |   |  |
|---|---|---|--|
| <p><b>RL. 8.4</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 specific word choices on meaning and tone, including analogies or allusions to other texts.</b></p>   | <p><b>Essential Understanding</b><br/>         -Interpret words and phrases<br/>         -Determine figurative and connotative word meanings in a text<br/>         -Identify analogies and allusions<br/>         -Analyze and understand how word choice (diction), figurative language, connotations, and allusions or analogies to other texts impact meaning<br/> <b>*Extended Understanding</b><br/>         -Identify and understand elements of language/rhetoric</p> | <p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-allusion</li> <li>-analogy</li> <li>-analyze</li> <li>-connotation/denotation</li> <li>-diction</li> <li>-figurative language<br/>(See your adopted textbook's glossary for grade-level appropriate figurative language devices as they are too numerous to list here.)</li> <li>-phrases</li> <li>-tone</li> </ul> |
| <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>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>  | <p><b><u>BROAD LEARNING TARGETS:</u></b><br/>         The student can determine the figurative, literal, and connotative meaning of words and phrases based on how they are used in a text.<br/>         The student can analyze the impact of diction, analogy, and allusion on meaning and tone.<br/> <b><u>Underpinning Knowledge Learning Targets:</u></b><br/>         The student can identify words and phrases that have connotative and figurative meaning used in a text.<br/>         The student can identify intertextual diction, analogies, and allusions.<br/>         The student can identify tone in a text.</p> |   |  |
| <p><b>Career Connections</b><br/> <a href="http://www.ccssoh.us/ELA6-12.aspx">http://www.ccssoh.us/ELA6-12.aspx</a><br/>         (Click on Career Connections for English Language Arts)</p>                          | <p><b><u>Underpinning Reasoning Learning Targets:</u></b><br/>         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.<br/>         The student can interpret the meaning of intertextual diction, analogies, and allusions.</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?

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 diction have on the meaning of the poem? On the tone of the poem?

What kind of figurative language is being used in paragraph 5? How does it affect the meaning of the passage?

How did the author use allusions to add meaning to the text? Give an example.

What types of analogies are used in the text? What effect do they have on the reader? What effect do they have on meaning?

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

## Common Core Appendices Support

*Appendix B Sample Performance Tasks:* Students analyze Walt Whitman’s “O Captain! My Captain!” to uncover the poem’s analogies and allusions. They analyze the impact of specific word choices by Whitman, such as “rack” and “grim,” and determine how they contribute to the overall meaning and tone of the poem.

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

### Independent Learning – Using Resources

Students complete this activity independently.

- **Basic:** Use a thesaurus to determine synonyms and antonyms. Replace new words and phrases with familiar words and phrases through post-it annotation (e.g., replace *gorgeous* with *pretty*, *benevolent* with *kind*).
- **Extended:** After completing the basic activity, students create a visual depiction of each word as a separate text resource or as post-it annotation. Use the meanings to interpret further how the author intended the reader to feel.

## Standardized Test Sample Question Stems

Read this sentence from paragraph 4. “Alice wondered a little at this, but she was too much in awe of the Queen to disbelieve it.”

What is the effect of the author’s word choice in this sentence?

- A. It shows Alice’s ability to adapt to a new environment.    C. It highlights Alice’s excitement about speaking with the Queen.  
B. It emphasizes the confusion that Alice feels about the Queen’s words.    D. It creates a sense of surprise because of Alice’s reaction to the Queen.

### RL.7.4 (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 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.**

### RL.9-10.4 (Future Grade Standard)

**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 8

|  |  |  |  |
|--|--|--|--|
| <p><b>RL. 8.5</b></p>  | <p><b>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.</b></p>   | <p><b>Essential Understanding</b><br/>         -Identify, understand, and compare/contrast the structures/forms of dramas, poems, and prose texts<br/>         -Identify the style of a text<br/>         -Determine the meaning of a text<br/>         -Understand and analyze how dramatic, poetic, and prose structure contributes to meaning and style in comparable texts<br/> <b>*Extended Understanding</b><br/>         -Close reading</p> | <p><b>Academic Vocabulary/Language</b><br/>         -analyze<br/>         -compare/contrast<br/>         -contribute<br/>         -drama, prose, and poetry structures and forms (aside, scene, verse, line, soliloquy, stanza types, flashback, lyric-elegy, ode, sonnet; narrative-epic, ballad; dramatic, etc.)<br/>         -style</p> |
| <p><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.</p> |  |  |  |
| <p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>   | <p><b><u>BROAD LEARNING TARGETS:</u></b><br/> <b>The student can compare and contrast the structure of two or more texts.</b><br/> <b>The student can analyze how the structure of a text contributes to its meaning and style.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b><br/> <b>The student can identify poetic, dramatic, and prose elements of form and structure.</b><br/> <b>The student can identify the form and structure of various types of poetry, drama, and prose.</b><br/> <b>The student can identify and explain the meaning of a text.</b><br/> <b>The student can identify and explain the style of a text.</b></p> |  |  |
| <p><b>Career Connections</b><br/> <a href="http://www.ccsOH.us/ELA6-12.aspx">http://www.ccsOH.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>  |  |  |  |

## 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?

Compare the style of poem one with the style of poem two. How are they different? How does this difference affect meaning?

Write an essay in which you compare and contrast the two poems, analyzing the structural techniques each writer uses to explore his particular situation.

Analyze the asides in each play? How do they affect the meaning of the acts in which they reside? What are their similarities?

Compare and contrast the two stories, analyzing how each author uses structure to make his point.

List and support three differences in the structure of the two works. How do these differences affect meaning?

Both of these poems are about \_\_\_\_\_. Although the topic is the same, the meaning is different. How did the structure of each affect meaning?

## Common Core Appendices Support

*Appendix A The Model in Action:* When determining the text complexity of *Narrative of the Life of Frederick Douglass*, Structure is found in the Qualitative Measures section. The annotation of this section reads “The *Narrative* uses a fairly simple, explicit, and conversational story structure, with events largely related chronologically by a narrator recounting his past. There are some philosophical discussions that may, to the reader just looking for a story, seem like digressions.”

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

### Reflection Journal

Using poems such as “Stopping by Woods on a Snowy Evening” by Robert Frost and “Annabelle Lee” by Edgar Allen Poe, the teacher will model reading the poems aloud and model the thinking process when finished with specific sections of the poem. The teacher will discuss and analyze how the structure of the poem affects the meaning of a poem. Students will work in pairs or small groups to find poems that are structurally different and then analyze the poems using a graphic organizer. Students will then reflect in their journals about their findings and will share with a partner.

## Standardized Test Sample Question Stems

How is the structure of Passage 2 different from the structure of Passage 1?

- A Passage 2 ends by foreshadowing what will happen next.
- B Passage 2 builds toward a climax as the story progresses.
- C Passage 2 describes the characters’ thoughts and actions in between dialogue.
- D Passage 2 introduces the main character’s conflict before anything else occurs.

### RL.7.5 (Prior Grade Standard)

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

### RL.9-10.5 (Future Grade Standard)

**Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 8

|   |   |   |   |
|---|---|---|---|
| <p><b>RL. 8. 6</b></p>  | <p><b>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.</b></p>  | <p><b>Essential Understanding</b><br/>         -Identify point of view<br/>         -Identify dramatic irony<br/>         -Understand and explain how the points of view of characters and the audience/reader differ<br/>         -Determine the effect of differing points of view<br/>         -Analyze how suspense and humor is created through differing points of view</p> | <p><b>Academic Vocabulary/Language</b><br/>         -analyze<br/>         -character<br/>         -contrast<br/>         -dramatic irony<br/>         -humor<br/>         -point of view (first, second, third, objective, subjective, omniscient, limited omniscient, etc.)<br/>         -suspense</p> |
| <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><br/> <b>The student can analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create suspense, humor, or other effects in a text.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b><br/> <b>The student can identify contrasting points of view of the characters in a text and audience/reader of a text.</b></p> <p><b>The student can recognize diverse effects of contrasting viewpoints, such as humor and suspense.</b></p> <p><b>The student can identify and understand dramatic irony.</b></p> |   |   |
| <p><b>Career Connections</b><br/> <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> |   |   |   |

## Question Ideas

From whose point of view is the text written?

Who is speaking? To whom?

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

How does the author develop the differing points of view? What strategies does he use?

How does the use of dramatic irony affect the text?

How does the author create humor/suspense in the text?

How is the narrator's/character's objective/subjective point of view developed?

Why is this work suspenseful? What do you, the reader, know that the main character does not?

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

What details from the text help create suspense? How does point of view intensify the suspense?

## 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

### “What if . . .” Paragraph

Read aloud a section of a short story that is suspenseful (e.g., *The Tell-Tale Heart* by Edgar Allan Poe; *The Dinner Party* by Mona Gardner). After general discussion about the actions of the main characters, have students complete a “What if . . .” paragraph. Students put themselves into the position of a minor character of the story. As a minor character, what would their thoughts, feelings, actions, and conversations have been in the same event? Students should be able to explain their responses either orally or in writing.

## Standardized Test Sample Question Stems

How does the difference between Alice's point of view and the Queen's in paragraphs 24–25 affect the passage?

A. It highlights the Queen's authority over Alice. C. It explains why Alice is nervous about her situation.

B. It emphasizes the humor created by Alice's bewilderment. D. It creates a sense of distrust between the Queen and Alice.

### RL.7.6 (Prior Grade Standard)

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

### RL.9-10.6 (Future Grade Standard)

**Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 8

|   |   |  |   |
|---|---|--|---|
| <p><b>RL. 8.7</b></p>   | <p><b>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.</b></p>  | <p><b>Essential Understanding</b><br/>         -Reading, viewing, and listening comprehension<br/>         -Compare and contrast a print text to an audio-visual version of the text<br/>         -Recognize and evaluate choices directors and actors make<br/>         -Analyze and evaluate how and why an audio-visual version of a text compares/contrasts to the print version</p> | <p><b>Academic Vocabulary/Language</b><br/>         -analyze<br/>         -compare/contrast<br/>         -depart<br/>         -director<br/>         -drama conventions (fourth wall, aside, soliloquy, etc.)<br/>         -evaluate<br/>         -extent<br/>         -integrate<br/>         -production<br/>         -script<br/>         -video techniques (pan, track, boom, close-up, medium shot, long shot, etc.)</p> |
| <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>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>  | <p><b><u>BROAD LEARNING TARGETS:</u></b><br/>         The student can 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.</p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b><br/>         The student can identify similarities and differences between a written text or script and its filmed or live version by noting actor and director choices.</p> |  |   |
| <p><b>Career Connections</b><br/> <a href="http://www.ccssoh.us/EL A6-12.aspx">http://www.ccssoh.us/EL A6-12.aspx</a> (Click on Career Connections for English Language Arts)</p> | <p><b><u>Underpinning Reasoning Learning Targets:</u></b><br/>         The student can compare and contrast a written text or script to its filmed or live version.</p> <p>The student can evaluate the outcome/impact of choices made by directors and actors in a filmed or live version of a text or script.</p>   |  |   |

## Question Ideas

How did the director use setting to make the film different from the text? Why did he choose to depart from the text?

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? Did the director stay faithful to or depart from the mood of the textual scene?

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

What are the similarities and differences between the text and the film? Why do you think there were differences? Explain why you believe the differences made the film better/worse than the text?

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 director techniques were used to cause the similarities/differences?

What has been added to your perception of the text by watching the play? What director or actor choices helped alter your perception?

## 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

### Compare/Contrast

Read Gary Paulsen's *Nightjohn* aloud to students and ask to them keep a chart of characters, settings, and important events. Then, show them the filmed version using a similar chart as they watch. In small groups, have students compare and contrast the two versions and create Venn diagrams on large chart paper to post in the room. Use these diagrams to discuss how and why the actors and directors of the film chose to deviate from the original story. A question to explore would be how the film would have been more or less effective if it had stayed true to the written text.

### RL.7.7 (Prior 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).**

### RL.9-10.7 (Future Grade Standard)

**Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 8

|   |   |  |   |
|---|---|--|---|
| <p><b>RL. 8.9</b></p>   | <p><b>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.</b></p>  | <p><b>Essential Understanding</b><br/>         -Understand and identify themes, patterns of events, and character types in myths, traditional stories, religious works, and modern texts<br/>         -Compare modern works with myths, traditional works, or religious works<br/>         -Analyze how themes, patterns of events, and character types from myths, traditional stories and religious works are rendered new in modern fiction<br/> <b>*Extended Understanding</b><br/>         -Close reading</p> | <p><b>Academic Vocabulary/Language</b><br/>         -analyze<br/>         -character types (tragic figure, hen-pecked husband, stock, wicked uncle, disguised twin, coming-of-age, etc.)<br/>         -compare<br/>         -fiction<br/>         -myth<br/>         -patterns of events<br/>         -religious<br/>         -rendered<br/>         -theme<br/>         -traditional</p> |
| <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><br/> <b>The student can analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.</b><br/> <b>The student can analyze and describe how themes, patterns of events, and character types in myths, traditional stories, or religious works are rendered new in modern texts.</b></p> |  |   |
| <p><b>Career Connections</b><br/> <a href="http://www.ccsosoh.us/EL A6-12.aspx">http://www.ccsosoh.us/EL A6-12.aspx</a> (Click on Career Connections for English Language Arts)</p> | <p><b><u>Underpinning Knowledge Learning Targets:</u></b><br/> <b>The student can identify themes, patterns of events, and character types in myths, traditional stories, religious works, and modern texts.</b><br/> <b><u>Underpinning Reasoning Learning Targets:</u></b><br/> <b>The student can compare and contrast modern works with myths, traditional works, or religious works.</b></p>                   |  |   |

## Question Ideas

How do the two texts differ? How are they similar? How did the author use the same character types in the modern text?

Compare both texts. What patterns of events happen in both? How are those patterns made new in the modern text?

After reading both texts, compare the character of Sampson in the Bible to the Sampson in the poem. What are their similarities?

What theme can be found in both texts? How has that theme been modernized in the work of fiction?

Power corrupts is a recurring theme in literature. Use textual citations to show how this theme is found in both Lord of the Flies and The Invisible Bridge.

How do the authors' descriptions of \_\_\_\_\_ differ from the Bible story to the novel?

## Common Core Appendices Support

*Appendix A Text Complexity:* In the three-part model (Qualitative, Quantitative, Reader & Task) for measuring text complexity, intertextuality falls under the Knowledge Demands: Cultural/Literary Knowledge section of Qualitative Measures. Intertextuality for literary texts can exist on a continuum of text complexity: Low intertextuality (few if any references/allusions to other texts) to High intertextuality (many references/allusions to other texts).

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

### Compare/Contrast

Use a chart of story elements such as characters, setting, main events, and theme to compare and contrast a work of modern fiction, such as *Change of a Dress (Cinderella Cleaners)* by Maya Gold, and the Grimm or Perrault version of *Cinderella*. This could be extended to other works of modern fiction and traditional stories about stepmothers and/or riches-to-rags-to-riches stories.

### RL.7.9 (Prior 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.**

### RL.9-10.9 (Future Grade Standard)

**Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).**



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 8

|  |  |   |
|--|--|---|
| <p><b>RL. 8. 10</b> 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.</p> | <p><b>Essential Understanding</b><br/>           -Demonstrate comprehension of grade-level, complex literary text<br/>           -Identify/evaluate text complexity</p> <p><b>*Extended Understanding</b><br/>           -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 at the eighth grade level.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></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> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <p><b>The student can comprehend literary text in the 6-8 complexity band, without scaffolding.</b></p> |
| <p><b>Career Connections</b></p> <p><a href="http://www.ccssoh.us/EL A6-12.aspx">http://www.ccssoh.us/EL A6-12.aspx</a> (Click on Career Connections for English Language Arts)</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 will devise a self-annotated guide (encourage students to use their creativity).

### RL.7.10 (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.9-10.10 (Future Grade Standard)

**By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**