

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 7

<p>RI. 7. 1</p>	<p>Cite several pieces of 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 -MLA formatting for in-text citations and works cited pages</p> <p><u>*Extended Understanding</u> -Evaluate the strength of textual citations</p>	<p><u>Academic Vocabulary/Language</u></p> <p>-analyze/analysis -cite -drawn -explicit -inference -MLA formatting -several -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>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGET:</u> The student can cite several pieces of textual evidence 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.</p> <p>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 MLA format for in-text citations. The student can use correct MLA format for works cited pages.</p>		
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</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 in the essay.

Analyze the article; 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.

After reading _____ (informational text), write an essay that explains _____ (content). What conclusions or implications can you draw? Cite at least three sources. In your discussion, address the credibility and origin of your sources in view of your topic.

Ohio Learning Standards Appendices Support

[Appendix B](#) *Grades 6-8 Text Exemplars*: A suggested informational text that is complex and rich which can be used for textual citation tasks is John Steinbeck's *Travels with Charley: In Search of America*.

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.

Close Reading Have students practice close reading strategies. Choose a nonfiction text. While students are reading, have them annotate the text, looking for specific items. You can have the students star important details, circle underlined words, put an exclamation mark next to parts of the text where they have a strong reaction, either positive or negative, write a question mark next to a piece of text they don't understand or something they are wondering about, etc. In the margins next to their markings, students need to explain why they marked that part of the text: What was their reaction, question or why is that detail important? This will help the students to better understand the text and to better know how the details relate to explaining the central idea.

Standardized Test Sample Question Stems

Part B: Select **two** sentences from the passage that support the answer in Part A.

RI.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.

RI.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 Informational Text, Grade 7

<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block; margin-bottom: 10px;">RI. 7. 2</div> <p>Analyze informational text development.</p> <p>a. Determine two or more central ideas in a text and analyze their development over the course of the text.</p> <p>b. Provide an objective summary of the text that includes the central ideas and their development.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> -Reading comprehension -Recognize and understand central ideas -Trace supporting details for central ideas throughout the text -Analyze the development of central ideas in a text -Summarize the text -Recognize and distinguish between fact and opinion or judgment 	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -analyze -central idea -course -details -determine -development -distinct -fact -judgment -objective -opinion -summarize/summary
<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 analyze informational text development.</p> <p>The student can determine two or more central ideas in a text and analyze their development.</p> <p>The student can objectively summarize a text including the development of central ideas.</p> <p><u>Underpinning Knowledge Learning Targets:</u></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 central idea in a text.</p> <p><u>Underpinning Reasoning Learning Targets:</u></p> <p>The student can trace the development of central ideas over the course of a text.</p> <p>The student can distinguish between textual facts and opinions.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>		

Question Ideas

What central ideas are revealed in the article?

Which of the following best captures the two main ideas?

What textual evidence supports the central ideas?

What are the two central ideas in the essay? How does the author develop those two ideas?

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

How does the textual evidence support ___ as the central idea? Write a summary that shows the development of the central idea.

What are three central ideas in this article? List two pieces of evidence to support each central idea.

How can you best summarize the text without putting in your own opinion or judgment?

Ohio Learning Standards Appendices Support

[Appendix A Text Complexity](#): In the three-part model (Qualitative, Quantitative, Reader & Task) for measuring text complexity, central idea falls under the Levels of Meaning or Purpose section of Qualitative Measures. Purposes for informational texts exist on a continuum of text complexity: Explicitly Stated Purpose to Implicit Purpose, May Be Hidden or Obscure.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Summarizing Chunks To write an objective summary of the text, students need to summarize each subheading of the text into one or two sentences. If the article does not have subheadings, then have the students create chunks by taking several paragraphs about the same idea and putting them together. Students should have about three or four “chunks” per article, depending on the amount they read. Then students can pick out the key phrases from each of the sections. They use those key phrases to craft a one or two sentence summary of each section. Students can repeat this for each of the chunks or subheadings until they have summarized the entire article. This will help to ensure that their summaries are in their own words.

Standardized Test Sample Question Stems

What are two central ideas in the passage?

- A. It is hard to determine how bees’ brains work. B. Bees work together to complete difficult tasks.
C. Bees can communicate using a simple language. D. Bees have been shown to communicate with other species. E. Individual bees are more intelligent than previously thought.

RI.6.2 (Prior Grade Standard)

Analyze informational text development.
Determine a central idea of text and how it is conveyed through particular details.
an objective summary of the text that includes the central ideas and relevant details.

a.

b. Provide

RI.8.2 (Future Grade Standard)

Analyze informational text development.
a. Determine a central idea of text and analyze its development over the course of the text, including its relationship to supporting ideas.
b. Incorporate central ideas and their relationships into an objective summary of the text.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 7

<p>RI. 7.3</p>	<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>Essential Understanding -Identify and sequence the progression of individuals, events, or ideas in an informational text, noting their interactions -Describe how individuals, events, or ideas respond and/or change through interaction in a text -Analyze interactions between individuals, events, and ideas in an informational text</p> <p>*Extended Understanding -Analyze how and why an author makes interactions between individuals, events, or ideas in an informational text</p>	<p>Academic Vocabulary/Language -analyze -develop -elaborate -event -influence -interaction -progression -sequence</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 analyze the interactions between individuals, events, or ideas in an informational text.</p> <p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify key individuals, events, or ideas in an informational text.</p> <p>The student can sequence the progression of and note the interactions (e.g. cause/effect) between individuals, events, or ideas in an informational text.</p>
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	

Question Ideas

How would you sequence the progression of the _____ event in the nonfiction article?

How did an individual evolve throughout the progression of the article?

How do the key ideas unfold? What interactions were most important?

How was the individual in the article influenced by his interaction with _____ (event/idea)?

Describe three details the author uses to show how the key event evolves. Note which details involve the events interacting with other events, individuals, or ideas.

When and how did the _____ individual change? What interaction caused that change?

What events in the article were the direct effect of another event? State each interaction clearly.

What individual changed how the _____ idea was treated by the general public?

How did the interaction of events in the beginning of the article lead to its conclusion?

How did the individual's childhood interactions lead him/her to become _____?

Ohio's Learning Standards Appendices Support

[Appendix B](#) *Grades 6-8 Informational Text Exemplars*: Informational texts that are complex and rich which can be used for analysis tasks are on pages 90-92 and include the following: "Letter on Thomas Jefferson" by John Adams, "Six Years Old" from *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry, and *Travels with Charley: In Search of America* by John Steinbeck.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Multi-Tier Timeline Chronologically organize events or ideas from text on a timeline while rating the impact as positive or negative in regard to a specific claim, inference, or event. Students can connect the events on the timeline to see a picture representation of the event and should be able to explain their rating and defend their rationale during a small group discussion. Students can also write out their explanation on the back of the timeline. [Timeline by ReadWriteThink](#) and [TimeToast](#) online allows students to create a digital timeline with images that can be shared via email or printed.

Standardized Test Sample Question Stems

Based on information in the passage, how did Karl von Frisch contribute to a deeper understanding of the intelligence of bees?

- A. He revealed that bees communicate with each other.
- B. He discovered that bees can solve simple math problems.
- C. He discovered that bees have difficulty locating sources of food.
- D. He revealed that bees work together more than previously thought.

RI.6.3 (Prior Grade Standard)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.8.3 (Future Grade Standard)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 7

<p>RI. 7. 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Essential Understanding -Interpret words and phrases -Identify and determine literal, figurative, connotative, and technical word meanings and tone in a text -Analyze and understand how word choice (diction), figurative language, connotative language, and technical language impact meaning and tone *Extended Understanding -Identify and analyze above-grade-level figurative language and tier-three vocabulary</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analyze -connotation/connotative -denotation -determine -diction -figurative language <p>(See your adopted textbook's glossary for grade-level appropriate figurative language or https://literarydevices.net/figurative-language/)</p> <ul style="list-style-type: none"> -interpret -phrases -technical language -tone
<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 literal, figurative, connotative, and technical 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 meaning and tone.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Knowledge Learning Targets:</u> The student can identify words and phrases that have connotative, figurative, and technical meaning used in a text. The student can identify the tone of a text. <u>Underpinning Reasoning Learning Targets:</u> The student can determine, interpret, clarify, or verify the meaning of connotative, figurative, and technical words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.</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 __?

Which words in the passage are tier-three words? What is the meaning of each of these technical terms?

How did the author use word choice (diction) to impact meaning?

How did the author use word choice (diction) to create a _____ tone?

Give three examples of figurative language used in the text. Explain the meaning of each and detail how each affects the meaning of the entire text.

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

What is the tone of the report? List examples of how technical language helped develop the tone.

Ohio Learning Standards Appendices Support

[Appendix B Sample Performance Task](#): Students determine the figurative and connotative meanings of words such as *wayfaring*, *laconic*, and *taciturnity*, as well as of phrases such as *hold his peace* in John Steinbeck’s *Travels with Charley: In Search of America*. Then analyze how Steinbeck’s specific word choices and diction impact the meaning and tone of his writing and the characterization of the individuals and places he describes.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Student-Generated Examples Have students generate their own word or phrase choices an author could have used and discuss how this would have changed/impacted the audience’s response.

Quizlet Vocabulary Builder [Quizlet](#) offers six different study modes that appeal to all types of learners, allowing students to use what works best for them and go at their own pace. Teachers can easily create Quizlet classes to share study material with students quickly and track their progress.

Standardized Test Sample Question Stems

Select (highlight) **three** phrases in paragraph 2 that help the reader understand the meaning of the word collective.

2 It has only about one million neurons, compared to the 90 billion neurons of the human brain. It’s only by working together as a colony that bees manage to pull off the impressive feats they are so well known for. A colony of bees is like one big brain, and the bees are like brain cells, explains animal behaviorist and bee expert Thomas Seeley. “Even though each unit (bee or neuron) has limited information and limited intelligence, the group as a whole makes first-rate collective decisions,” Seeley writes in a description of his research.

RI.6.4 (Prior Grade Standard)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.8.4 (Future Grade Standard)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical 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 Informational Text, Grade 7

<p>RI. 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>Essential Understanding -Identify and understand text structures and their major sections -Analyze an author's use of structure to organize a text -Understand and analyze how major sections of text structure contribute to whole text organization -Understand and analyze how major sections of text structures contribute to the development of ideas</p> <p>*Extended Understanding -Close reading</p>	<p>Academic Vocabulary/Language -analyze -chapter -paragraph -section -sentence (telegraphic, short, medium, long, simple, complex, compound, compound-complex, cumulative, periodic, etc.) -syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure, etc.) -text structure (chronological, comparison, cause/effect, problem/solution, etc.)</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 the structure an author uses to organize a text. The student can analyze how major sections of a text's organization contribute to the whole and to the development of the ideas.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Knowledge Learning Targets:</u> The student can identify the structure(s) an author uses to organize a text. The student can identify major sections of a text's organization.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can trace the development of ideas in an informational text.</p>	

Question Ideas

How do the ideas in the text develop? How is that development related to the organizational structure of the text?

How does the organizational structure of the article help with the development of the main idea?

Analyze the use of text features (graphics, headers, captions, etc.). Do they add to or detract from the ideas being conveyed?

How do the chapters or major sections fit into the overall structure of _____?

Why did the author choose to use a cause/effect structure? How does this structure help organize the entire work?

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

How would leaving out this section change the development of ideas in the text?

What organizational structures does the author use? How do they help with idea development?

Describe the paragraphing of the article. How do the author's paragraphing choices affect the overall text structure?

Show how the author's manipulation of time contributes to the effectiveness of the work as a whole.

Ohio Learning Standards Appendices Support

[Appendix B](#) *Sample Performance Tasks*: Students describe how Russell Freedman in his book *Freedom Walkers: The Story of the Montgomery Bus Boycott* integrates and presents information both sequentially and causally to explain how the civil rights movement began. [RH.6–8.5]

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Graphic Organizer Given a text, have students create a sequence (through sticky notes or a timeline graphic), breaking down the structure of a piece. This will underscore the importance of the sections and arguments and show how they affect the whole.

About/Point While reading a text, students pause after each section, or logical chunk, and complete this phrase: This section/paragraph is about _____; and the point is _____. Students continue with this as they read the entire article. Then distribute another article on the same topic, by a different author and have the students complete the same task. After they have completed the second article, students can discuss in small groups the comparison of their perspectives, and why that might be. Students can use their about/point statements and the discussion to write an analysis of the conflicting perspectives.

Standardized Test Sample Question Stems

How does paragraph 1 of Passage 1 contribute to the development of the author's ideas?

- A. By focusing on echolocation in bats, paragraph 1 explains how humans can benefit from studying echolocation.
- B. By explaining specific uses for echolocation, paragraph 1 gives information about how bats developed the ability to echolocate.
- C. By giving examples of objects that can be detected through echolocation, paragraph 1 explains how animals can avoid detection.
- D. By giving a detailed description of how echolocation works, paragraph 1 helps the reader understand how other animals use echolocation.

RI.6.5 (Prior Grade Standard)

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.8.5 (Future Grade Standard)

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 7

<div style="border: 2px solid #800000; border-radius: 15px; padding: 10px; display: inline-block;"> <p style="font-size: 24pt; margin: 0;">RI. 7. 6</p> </div>	<p>Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p><u>Essential Understanding</u> -Identify the author's perspective -Identify the point of view used by the author -Identify the author's purpose -Analyze how the author's perspective or purpose is distinguished from other positions <u>*Extended Understanding</u> -Close reading -Analyze how author's deal with conflicting points of view in the same work</p>	<p><u>Academic Vocabulary/Language</u> -analyze -perspective -author's purpose (to inform, entertain, persuade, etc.) -determine -distinguish -point of view (first, second, third, objective, subjective, omniscient, limited omniscient, etc.) -position</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 determine the author's perspective or purpose. The student can analyze how the author distinguishes his or her position from that of others.</p>		
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Knowledge Learning Targets:</u> The student can identify varied perspectives and purposes in informational texts. The student can recognize and understand strategies authors use to convey perspective and purpose in an informational text (repetition, structure, etc.) The student can recognize and understand an author's efforts to distinguish his or her perspective or purpose from that of others.</p>		

Question Ideas

What is the author’s perspective?

What is the author’s purpose?

What is the point of view is being used in the text? How does the author convey his perspective? How does the author distinguish his viewpoint from that of others?

How is the objective point of view distinguished?

How is the author’s subjective point of view distinguished from other positions on the subject?

How is the (historical, critical, gener-specific.) perspective conveyed by the author?

What details from the first text help distinguish the author’s perspective from that of the author in the second text?

What other purpose could there have been to write this essay, other than the one used by the author? Back up your answer with sections of text showing the author distinguishing his purpose from that of others.

What details and structures are used to convey the author’s perspective or purpose?

Ohio’s Learning Standards Appendices Support

[Appendix B](#) *Sample Performance Tasks*: Students determine the point of view of John Adams in his “Letter on Thomas Jefferson” and analyze how he distinguishes his position from an alternative approach articulated by Thomas Jefferson.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Role Playing Have a student read an essay, pretending to be that speaker; the class will listen. From there, students can discuss what the author would be wearing, the author’s background (region/era/etc.), what they think of the author and his or her viewpoint, what views the author holds, and whether or not he or she has a valid argument. This will give a chance for students to interact more personally with a text and focus explicitly on the author and his or her words.

Kelly Gallagher This resource [details text mapping](#) and scrolling to assist in analyzing the structure an author uses to organize a text and analyzing the author’s perspective or purpose.

Standardized Test Sample Question Stems

How does the author distinguish her perspective from earlier beliefs about bees?

A. by praising the mental skills of individual bees

C. by indicating that further study of bees is needed

B. by suggesting that bees tell each other where to find food

D. by discounting the importance of colonies in the lives of bees

RI.6.6 (Prior Grade Standard)

Determine an author’s perspective or purpose in a text and explain how it is conveyed in the text.

RI.8.6 (Future Grade Standard)

Determine an author’s perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 7

RI. 7. 7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Essential Understanding

- Compare and contrast a print text to an audio-visual or multimedia version of the text
- Analyze how medium affects subject when comparing text and audio-visual or multimedia presentations of the same text
- Reading, viewing, and listening comprehension

*Extended Understanding

- Mock-up/create a multi-media version of an informational text

Academic

Vocabulary/Language

- audio-visual
- compare/contrast
- delivery
- format
- integrate
- issue
- media/medium
- multimedia
- portrayal
- quantitative
- topic

CCR Anchor: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

ULTIMATE LEARNING TARGET TYPE: REASONING

BROAD LEARNING TARGETS:

The student can compare and contrast a text to an audio, video, or multimedia version of the text

The student can analyze diverse media (audio, video, text) portrayals of the same subject.

Underpinning Knowledge Learning Targets:

The student can identify and summarize information on the same topic or issue presented in different media, formats, and texts.

The student can recognize various ways medium can affect the portrayal of subject matter.

Underpinning Reasoning Learning Targets:

The student can determine similarities and differences in information on the same topic or issue when it is presented in different media, formats, and texts.

CCS ELA 6-12 PAGE:

<https://tinyurl.com/CCSEnglish6-12>

[\(CAREER CONNECTIONS\)](#)

Question Ideas

What information on _____ topic/issue is presented in each of the formats? How is the portrayal of the subject the same in each medium? How is it different?

Summarize each of the versions (print, video, Prezi) of information on the issue of _____. How does each format affect the message?

What are the similarities and differences between the information presented in the text and the video? Write a summary of both the text and the video that compares the information presented by both sources on the topic.

List three ideas that you could compare concerning _____ after having read the article, watched the Prezi, and listened to the lecture.

After researching _____ (informational texts and media), write a report that describes the similarities and differences between the formats concerning _____ (topic or issue).

After reading the text and experiencing a multimedia presentation, write an essay that compares the portrayal of the subject in each medium.

Ohio's Learning Standards Appendices Support

Appendix B Grades 6-8 Text Exemplars: Examples of media texts that can be used for comparison, contrast, and analysis include The Great Chicago Fire, an exhibit created by the Chicago Historical Society that includes essays and images: <http://www.chicagohs.org/fire/intro/gcf-index.html>, and The Van Gogh Gallery, a commercial Web resource with links to Van Gogh's art and information about his life: <http://www.vangoghgallery.com/>.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Compare/Contrast After reading an essay or article, play a song dealing with the same topic. Have students analyze what each is saying about the topic and what arguments each makes while considering why specific words were used. This gives students more practice evaluating the specific claims in various media forms and evaluating how two authors shape their presentations of that topic.

Venn Diagram Students can create a Venn Diagram that compares and contrasts a text to an audio, video, or other multimedia version of the text. Students then can participate in a small group discussion on their comparisons. What do certain genres of text provide compared to others? Students can include a formal analysis of how each genre conveys the topic to the reader.

Standardized Test Sample Question Stems

Which information from the article does the author intend to support by including the photograph?

RI.6.7 (Prior Grade Standard)

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.8.7 (Future Grade Standard)

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 7

<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block; margin-bottom: 10px;">RI. 7. 8</div> <p>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> -Define and identify an argument -Define and identify a claim -Trace and evaluate arguments and claims -Identify reasons and evidence in a text that support claims -Determine if claims are supported by sound reasoning with relevant and sufficient evidence <p><u>*Extended Understanding</u></p> <ul style="list-style-type: none"> -Recognize when irrelevant evidence is introduced into an argument and specific claims 	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -argument -assess -claim -data -delineate -evaluate -evidence -reasoning -relevant -sound -sufficient -trace -valid -warrant
<p>CCR Anchor: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can trace the argument and specific claims made in a text.</p> <p>The student can evaluate an argument by determining if claims are supported by sound reasoning with relevant and sufficient evidence.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can define argument, warrant, and claim.</p> <p>The student can identify an argument and claims made in a text.</p> <p>The student can identify reasoning and evidence in a text.</p> <p><u>Underpinning Reasoning Learning Targets:</u></p> <p>The student can distinguish between sound and unsound reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence to evaluate claims.</p>	

Question Ideas

What is the main argument made in the essay?

What claims support the argument in the article?

What data, evidence, or reasoning is presented to support claim #1? To support claim #2? To support claim #3? Which of the claims has the most relevant and sufficient evidence?

Trace one of the claims made in the argument: list the claim made, the reasons given, and the evidence provided in support of the claim. Decide if the reasoning is sound. Decide if the evidence is sufficient and relevant.

Are the data, evidence, and reasoning given to support claim # 1 better or worse than those given to support claim #2? Support your answer with text.

After watching the [commercial/political speech](#), identify the claim, reason, data, and warrant. Also identify the counterclaim if one was given. Decide if the reasoning behind the claim is sound.

After reading the first draft of your argument, decide which claims were sufficiently supported and which ones were not.

Common Core Appendices Support

[Appendix B Informational Text Exemplars](#): Students can use speeches like the one included on pages 91-92 to trace and evaluate arguments: “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Modeling and Peer Review As a class, look at the main arguments for a text, identifying which ones are better supported and which are not through class discussion, posters, post-it notes, or highlighting. Then, give new articles, identify the main arguments as a class and give each to different groups. Have each group use the text to find the supporting arguments. Compare each group’s results and have the class determine the strength/weaknesses of each one.

RI.6.8 (Prior Grade Standard)

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.

RI.8.8 (Future Grade Standard)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 7

<p>RI. 7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p><u>Essential Understanding</u> -Reading comprehension -Compare and contrast writings by different authors on the same topic -Analyze how authors emphasize different evidence or advance different interpretations of fact to shape presentation of a topic</p> <p><u>*Extended Understanding</u> -Close reading</p>	<p><u>Academic Vocabulary/Language</u> -advance -analyze -approach -compare/contrast -emphasize -interpretation -presentation -shape -similar -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 analyze how two or more authors' shape their presentations of key information on the same topic by emphasizing different evidence or advancing different interpretations of fact.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Reasoning Learning Targets:</u> The student can compare and contrast two or more authors' presentations of key ideas on the same topic.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify differing authors' presentations of key information in two or more texts about the same topic.</p>	

Question Ideas

What event do the three texts have in common? How do the texts differ in the presentation of information? How are the texts similar in their interpretations of facts?

Compare the first-person account to the historical text concerning the liberation of Auschwitz. Which work was made most poignant by the evidence that was emphasized?

After reading both texts, outline each author's presentation of _____.

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

How does the author's approach to the key ideas in the biography differ from the second author's approach to the same ideas in the narrative?

How do the two authors' presentations of their interpretations of _____ differ from the historical account to the memoir?

Ohio's Learning Standards Appendices Support

[Appendix B](#) *Sample Performance Task*: Students construct a holistic picture of the history of Manhattan by comparing and contrasting the information gained from Donald Mackay's *The Building of Manhattan* with the multimedia sources available on the "Manhattan on the Web" portal hosted by the New York Public Library (<http://legacy.www.nypl.org/branch/manhattan/index2.cfm?Trg=1&d1=865>). [RST.6–8.9]

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Content Elaborations The comparison and contrast of text by carefully analyzing (separating text into parts for individual study) different versions of text leads to integration of knowledge and ideas. By analyzing different versions of text, readers are able to evaluate how an author used evidence to develop text.

RI.6.9 (Prior Grade Standard)

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.8.9 (Future Grade Standard)

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 7

<p>RI. 7. 10 By the end of the year, read and comprehend literary nonfiction 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 literary nonfiction -Demonstrate comprehension of above grade-level literary nonfiction 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 -informational text -Lexile -literary nonfiction -nonfiction -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 literary nonfiction and informational texts at the seventh-grade level.</p> <p>The student can read and comprehend literary nonfiction and informational texts at the eighth-grade level, with scaffolding as needed.</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>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>		

Question Ideas

How should you choose which literary nonfiction 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.

How do you monitor your own comprehension as you read?

What steps are involved in close reading of a text?

Ohio's Learning Standards 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

Instruction Manual Have students go through instruction manuals to analyze and determine how the parts are structured. Then have students write their own instruction manuals. This will help students be aware of the importance of headings, subheadings, organization, and structure.

Stump the Teacher Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a set amount of time.

Marking Strategy/Annotation 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).

RI.6.10 (Prior Grade Standard)

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.8.10 (Future Grade Standard)

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.