Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 6

RL. 6. 1

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

Essential Understanding
-Reading comprehension
-Draw inferences
-Cite specific textual examples and details to support inferences and text meaning
-Analyze the text

Academic Vocabulary/Language
-analyze/analysis
-cite
-drawn
-explicit
-inference
-textual evidence

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.

*Extended Understanding
-MLA Formatting for in-text citations and works cited pages

ULTIMATE LEARNING TARGET TYPE: REASONING

BROAD LEARNING TARGET:
 The student can cite textual evidence from the text to support an analysis of what the text says and inferences it makes.

Underpinning Knowledge Learning Targets:
 The student can recognize textual evidence.
 The student can recognize inferences.

Underpinning Reasoning Learning Targets:
 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.

Underpinning Product Learning Targets:
 *The student can use correct format for in-text citations.
 *The student can use correct format for works cited pages.

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(CAREER CONNECTIONS)

Question Ideas
Use two examples of textual evidence to show why the author wrote this piece.
Cite a piece of textual evidence to support the main point made by the author.
Analyze the passage; what can you conclude? How does the textual evidence support your conclusion?
When you analyze the text, what inference can you make? Use the text to prove the inference.
Use two pieces of text to prove_____.
What evidence can be found in the text to show _____.
Analyze the passage; what is implied? Cite a piece of textual evidence to support the implication.

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

Ohio Department of Education Model Curriculum Instructional Strategies and Resources
Using Textual Evidence As students read a story or trade book, have them cite textual evidence on a graphic organizer of how a character changes through major events. Examining the completed organizer can help them determine the theme of the text rather than the main idea. One example of this may be noting themes of several fairy tales and looking for commonality.   *Notice and Note* **by Beers and Probst;**   This professional book gives teachers tools to share with students getting them to deeply think and connect to a text throughout an entire story or trade book. The students have to ask themselves questions about the signpost they found while reading using text evidence to support their analysis.   **Resources for Adding Text Evidence** RACE (Restate, Answer the question, Cite evidence, Explain) Students answer all written questions using the acronym in this strategy as a formula to provide support for their answers in a meaningful way. This graphic organizer and grading rubric shows how this strategy can be taught to students to use, edit, and peer edit their work. Two Chunk Method

Standardized Test Sample Question Stems
Part B: Which statement from the passage supports the response in part A?

RL.5.1 (Prior Grade Standard)	**RL.7.1 (Future Grade Standard)**
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**Cite several pieces of 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 6

RL. 6. 2

Analyze literary text development.

a. **Determine a theme of a text and how it is conveyed through particular details.**
b. **Incorporate a theme and story details into an objective summary of the text.**

CCR Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Understanding
-Reading comprehension
-Recognize and analyze theme
-Support theme with story details from the text
-Analyze the text
-Summarize the text's theme
-Recognize and distinguish between fact and opinion or judgment

*Extended Understanding
-Types and uses of details, literary elements, and figurative language
-Analyze how a theme is developed over the course of the text

Academic Vocabulary/Language
-analyze
-central idea
-convey
-details
-determine
-distinct
-fact
-incorporate
-judgment
-objective
-opinion
-story details
-summarize/summary
-theme

ULTIMATE LEARNING TARGET TYPE: REASONING	
	BROAD LEARNING TARGETS: The student can analyze literary text development. The student can determine a theme of a text and how it is conveyed through particular details. The student can incorporate a theme and story details into an objective summary of the text. **Underpinning Knowledge Learning Targets:** The student can define and understand theme. The student can define and understand an objective summary. The student can identify supporting details of theme in a text. **Underpinning Reasoning Learning Targets:** The student can distinguish between textual facts and opinions.
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Question Ideas

What insight about human life is revealed in the story?   What does _____ represent in the story?

Which of the following best captures the theme?   Analyze the passage; what can you conclude about life?

What textual evidence supports the theme?

What is the topic of the passage? What does the passage say about that topic?

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

How does the textual evidence support ____ as the theme?

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

Ohio's Learning Standards Appendices Support

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

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

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

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

Guiding on the Side This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, Teaching Theme the Metacognitive Way.

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

Standardized Test Sample Question Stems

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

    A. Creativity helps children learn.   B. Safety is more important than having fun.

    C. Imagination makes everyday life more exciting.   D. It is important to work at a task until it is complete.

RL.5.2 (Prior Grade Standard)	**RL.7.2 (Future Grade Standard)**
Analyze literary text development.	**Analyze literary text development.**
a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	**a. Determine a theme of a text and analyze its development over the course of the text.**
b. Summarize the text, incorporating a theme determined from details in the text.	**b. Incorporate the development of a theme and other story details into an objective summary of the text.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 6

RL. 6. 3

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.

CCR Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Understanding
-Describe a plot line
-Describe how characters respond and change as the plot moves forward
-Sequence a series of episodes in a story or drama
-Identify plot elements
-Describe characterization

***Extended Understanding**
-Types of plots and characters
-Literary terms for plot elements and characterization

Academic Vocabulary/Language
-catastrophe
-characters/characterization
-climax
-conflict
-denouement
-dialogue
-episodes
-exposition
-falling action
-plot
-rising action
-resolution

ULTIMATE LEARNING TARGET TYPE: REASONING

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(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:

The student can describe how a particular story's or drama's plot unfolds in a series of episodes.

The student can explain how the characters respond or change as the plot moves toward a resolution.

Underpinning Knowledge Learning Targets:

The student can identify a series of episodes (exposition, rising action, etc.) within a specific story or drama.

The student can identify character types and traits.

Question Ideas

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

How does the plot unfold?

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

When and how did the character change?

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

Describe the conflict and resolution of the story or drama.

What was the character's reaction to the incident in paragraph ___?

If that incident had been left out of the plot, would the character have remained static?

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

Ohio's Learning Standards 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

Teaching Literary Elements with Picture Books: Grades 4-8; Van Sile, Susan and Mary Napoli. Scholastic, New York, NY, 2009. This book provides multiple strategies to teach literary elements such as point of view, voice, irony, theme, metaphor, and simile. For each literary element, a detailed picture-book-based lesson is given. Picture books are carefully chosen.

 Breaking Down Plot

 Use short media clips and have students fill out a graphic organizer of a plot diagram.

 Plot Mountain Graphic Organizer 1

 Plot Mountain Graphic Organizer 2

 10+ Plot Diagram Templates

Standardized Test Sample Question Stems

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

RL.5.3 (Prior Grade Standard)	RL.7.3 (Future Grade Standard)
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 6

RL. 6. 4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice, including sensory language, on meaning and tone.

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.

Essential Understanding
-Interpret words and phrases
-Identify and analyze figurative language
-Identify and analyze tone
-Identify and interpret sensory language
-Understand how word choice (diction) and figurative language impact meaning and tone

*Extended Understanding
-Identify and analyze above-grade-level figurative language and vocabulary

Academic Vocabulary/Language
-analyze
-connotation/connotative
-denotation
-determine
-diction
-figurative language
(See your adopted textbook's glossary for grade-level appropriate figurative language devices or https://literarydevices.net/figurative-language/.)
-phrases
-sensory language
-tone

ULTIMATE LEARNING TARGET TYPE: REASONING	**BROAD LEARNING TARGETS:** The student can determine the literal, figurative, and connotative meanings of words and phrases based on how they are used in a text. The student can analyze the impact of a specific word choice, including sensory language, on meaning and tone. **Underpinning Knowledge Learning Targets:**
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	The student can identify words and phrases that have connotative and figurative meaning used in a text. The student can identify sensory language in a text. The student can identify tone in a text. **Underpinning Reasoning Learning Targets:** 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. The student can determine the impact of sensory language on meaning and tone in a text.

Question Ideas

What does the word/phrase _____ mean in this selection? Is there a feeling or emotion associated with the word _____?

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

Which of the following synonyms is closest in meaning to the word _____?

What is the tone of the passage? Use the text to support your choice for author's tone.

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

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

What word(s) could you use to replace _____ in order to shift the tone?

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

What sensory language is being used in paragraph 3? How does it impact the meaning of the paragraph?

Ohio Learning Standards 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 Conventionality and Clarity section of Qualitative Measures. Word meanings for literary texts can exist on four continuums of text complexity: Literal to Figurative/Ironic, Clear to Ambiguous/Purposefully Misleading, Contemporary/Familiar to Archaic/Otherwise Unfamiliar, and Conversational to General Academic and Domain-Specific.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

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

Engage NY Using Engage NY, students can analyze word choice in a poem, while analyzing the audio and reading and expand the structure of the poem.

Standardized Test Sample Question Stems

What is the effect of the personification in paragraph 16?

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

RL.5.4 (Prior Grade Standard)	RL.7.4 (Future Grade Standard)
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms.	**Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 6

RL. 6. 5

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.

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.

Essential Understanding
-Identify and analyze text structures and their parts
-Identify and understand types of sentences and syntactical structures
-Identify and understand how a theme, setting, or plot develops
-Understand and analyze how text structure contributes to the development of the theme, setting, or plot

*Extended Understanding
-Identify and analyze how poetic form or structure contributes to its meaning

Academic Vocabulary/Language
-analyze
-particular
-plot
-scene
-sentence (telegraphic, short, medium, long, simple, complex, compound, compound-complex, cumulative, periodic, etc.)
-setting
-stanza (quatrain, couplet, etc.)
-syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure, etc.)
-text structure (chronological, comparison, cause/effect, problem/solution, etc.)
-theme

ULTIMATE LEARNING TARGET TYPE: REASONING	**BROAD LEARNING TARGETS:** The student can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. The student can analyze how a particular sentence, chapter, scene, or stanza contributes to the development of theme, setting, or plot.
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	**Underpinning Knowledge Learning Targets:** The student can identify the structure, theme, plot, and setting of a text. The student can identify types of sentences, chapters, scenes, or stanzas in a text. The student can identify and understand how a theme, setting, or plot develops in a text. **Underpinning Reasoning Learning Targets:** The student can determine the purpose of particular sentences, chapters, scenes, or stanzas in overall text structure.

Question Ideas

How does the theme, setting, or plot develop?

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

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

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

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

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

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

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

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

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

Ohio Learning Standards Appendices Support

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

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Find the Evidence Have students identify, highlight, or copy text evidence that provides details about a character, a setting, or plot events. This is one resource for identifying character traits that could be used.

Engage NY Using Engage NY students can analyze word choice in a poem, while analyzing the audio and reading and expand the structure of the poem.

Standardized Test Sample Question Stems

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

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

RL.5.5 (Prior Grade Standard)	**RL.7.5 (Future Grade Standard)**
Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	**Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 6

RL. 6. 6

Explain how an author uses the point of view to develop the perspective of the narrator or speaker in the text.

CCR Anchor: Assess how point of view or purpose shapes the content and style of a text.

Essential Understanding
-Identify the point of view
-Identify the perspective
-Understand and explain how the point of view develops the perspective of the narrator or speaker
-Types of points of view

***Extended Understanding**
-Close reading
-Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?)
-Analyze author's use of point of view to contrast perspectives of characters

Academic Vocabulary/Language
-analyze
-develop
-narrator
-perspective (A position from which something is considered or evaluated)
-point of view (first, second, third, objective, subjective, omniscient, limited omniscient, etc.)
-speaker
-style

ULTIMATE LEARNING TARGET TYPE: REASONING

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(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:

The student can explain how an author uses the point of view to develop the perspective of the narrator or speaker.

Underpinning Knowledge Learning Targets:

The student can recognize and understand strategies authors use to develop point of view (characterization, dialogue, etc.).
The student can identify varied points of view in a text.
The student can identify details in a text that develop point of view.
The student can identify a narrator's or speaker's perspective.

Question Ideas

From whose point of view is the text written?

Who is speaking? To whom?

What point of view is being used in the text?

Who is the narrator? How does the author develop the narrator's perspectivev?

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

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

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

How is the objective point of view developed?

How is the subjective point of view developed?

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

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

Ohio Learning Standards Appendices Support

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

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

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

Standardized Test Sample Question Stems

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

A. "Three of us afloat in the meadow by the swing," (line 1) B. "Winds are in the air, they are blowing in the spring," (line 3)
C. "And waves are on the meadow like the waves there are at sea." (line 4) D. "Shall it be to Africa, a-steering of the boat," (line 7)
E. "Quick, and we'll escape them, they're as mad as they can be," (line 11)

RL.5.6 (Prior Grade Standard)	RL.7.6 (Future Grade Standard)
Describe how a narrator's or speaker's point of view and perspective influence how events are described.	**Analyze how an author uses the point of view to develop and contrast the perspective of different characters or narrators in a text.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 6

RL. 6. 7	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.	**Essential Understanding** **-Compare and contrast a print text to an audio-visual version of the text** **-Contrast what is seen/heard when reading a text to what is perceived when listening/viewing a text** **-Reading, viewing, and listening comprehension** ***Extended Understanding** **-Film literacy** **-Drama techniques**	**Academic Vocabulary/Language** -analyze -compare -contrast -diverse -evaluate -experience -format -integrate -media -perceive/perception -quantitative
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
 	
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(CAREER CONNECTIONS)
	<u>**BROAD LEARNING TARGETS:**</u>
	  The student can compare and contrast the experience of reading a text to the viewing of and/or listening to the same text.
	  The student can contrast what they "see" and "hear" when reading a text to what they perceive when they listen to or watch the same text.
	<u>**Underpinning Knowledge Learning Targets:**</u>
	The student can recognize similarities and differences between content presented in diverse formats.
	<u>**Underpinning Reasoning Learning Targets:**</u>
	  The student can determine the similarities of the experience of reading a story/drama/poem to the experience of listening to or viewing the audio, video, or live version of the text.
	  The student can determine the differences between the experience of reading a story/drama/poem to the experience of listening to or viewing the audio, video, or live version of the text.

Question Ideas

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

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

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

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

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

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

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

Ohio Learning Standards Appendices Support

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

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

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

RL.5.7 (Prior Grade Standard)	RL.7.7 (Future Grade Standard)
Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 6

RL. 6. 9	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.	**Essential Understanding** -Reading comprehension -Recognize text forms and genres -Identify themes and topics -Compare and contrast the themes and topics of different versions of the same text ***Extended Understanding** -Close reading -Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?)	**Academic Vocabulary/Language** -analyze -approach -compare -contrast -genre (fiction, prose, poetry, drama, epic, tragedy, etc.) -text form (graphic novel, picture book, manuscript, etc.) -theme -topic

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.

ULTIMATE LEARNING TARGET TYPE: REASONING **CCS ELA 6-12 PAGE:** https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	**BROAD LEARNING TARGETS:** The student can compare and contrast texts in different forms or genres based upon their approach to similar themes and topics. Underpinning Knowledge Learning Targets: The student can identify the characteristics of different genres/forms of literature. The student can identify a similar theme in two or more genres/forms of literature. The student can identify a similar topic in two or more genres/forms of literature. The student can understand theme, topic, genre, and form. Underpinning Reasoning Learning Targets: The student can determine the similarities of themes and topics in different forms or genres. The student can determine the differences of themes and topics in different forms or genres.

Question Ideas

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

Compare the <u>poem</u> to the <u>historical narrative</u> concerning topics from <u>WWI</u>.

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

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

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

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

What do both texts have in common?

Ohio Learning Standards Appendices Support

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

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

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

RL.5.9 (Prior Grade Standard)	**RL.7.9 (Future Grade Standard)**
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 6

RL. 6. 10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

CCR Anchor: Read and comprehend complex literary and informational texts independently and proficiently.

Essential Understanding
-Demonstrate comprehension of grade-level, complex literary text
-Demonstrate comprehension of above grade-level, complex literary text with scaffolding
-Identify/evaluate text complexity

*Extended Understanding
-Demonstrate comprehension of above grade-level literary text without scaffolding

Academic Vocabulary/Language
-comprehension
-decoding
-fluency
-Lexile
-literary text/literature
-proficient
-text complexity
-scaffolding
-text-to-self, text-to-text, and text-to-world connections

ULTIMATE LEARNING TARGET TYPE: REASONING

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:
The student can independently read and comprehend complex literature (stories, dramas, and poems) at the sixth-grade level.
The student can read and comprehend literary text at the seventh- and eighth-grade levels, with scaffolding if needed.
The student can build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

Underpinning Knowledge Learning Targets:
The student can identify grade-level texts.
The student can identify texts on their reading level (i.e. Lexile level).
The student can monitor his/her own comprehension.

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?

Ohio 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

Marking Strategy Self-annotating becomes a "marking strategy" that forces active learning.
• **Basic**: Provide students with a list of annotated cues, keys or codes (e.g.**?** – question, **P** – prediction, **TS** – Text to Self-connection).
• **Extended:** Students devise a self-annotated guide (encourage students to use their creativity).

Commonlit.org This site provides articles on a variety of topics and Lexile levels. The article can be chunked, guiding students through the reading with questions that must be answered to move forward in the selection. Student progress can be monitored and tracked throughout the year. (All students and teachers have roster-aligned access through CLEVER.)

RL.5.10 (Prior Grade Standard)	**RL.7.10 (Future Grade Standard)**
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	**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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.**