Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grades 9-10

RL.9-10.1

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

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.

Essential Understanding
-Reading comprehension
-Draw inferences
-Cite specific textual evidence to support inferences and text meaning
-Analyze the text
-Evaluate evidence
-MLA formatting for in-text citations and works cited pages

*Extended Understanding
-Determine where text leaves matters uncertain

Academic Vocabulary/Language
-analyze/analysis

-cite

-drawn

-explicit

-evaluate

-inference

-MLA Formatting

-textual evidence

ULTIMATE LEARNING TARGET TYPE: REASONING

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

(CAREER CONNECTIONS)

BROAD LEARNING TARGET:
The student can cite textual evidence that strongly and thoroughly supports an analysis of what the text says and inferences it makes.

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

The student can evaluate the strength of textual evidence.

The student can evaluate the thoroughness of textual evidence.

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

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 thoroughly 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 thoroughly 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 and thorough 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.

Ohio's Learning Standards Appendices Support

Appendix B *Grades 9-10 Text Exemplars:* Literary pieces that are textually complex and rich which can be used for textual citation tasks are on pages 101-121 and include the following: *The Metamorphosis* by Franz Kafka (prose), "The Raven" by Edgar Allan Poe (poetry), and *A Doll's House* by Henrik Ibsen (drama).

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Six Squares After reading a short story or chapter, students will use six squares to provide textual evidence that supports their inferred understanding of the text paired with a graphic representation. After folding a piece of paper into six squares (fold length in half, then do a "wallet fold") students put one of the following in each square:
•A symbol from the text that supports the theme -textual evidence and graphic representation (Example -O Henry's "Gift of the Magi" -comb/watch fob as symbols of the greatest gift, student draws the symbols and then writes text from the story that supports these items as important to the theme)
•A character from the text -textual evidence that provides information about the character, inferred or explicit, and graphic representation (Example -O Henry's Gift of the Magi Quote from or about Della and a picture of her or another symbol of her that represents her)
•An unknown word -exact text and graphic representation
•A plot element that is identified as key in the outcome or theme of the work -textual evidence and graphic representation (Example -O Henry's "Gift of the Magi"-Della sells her hair -textual evidence and picture of a bald woman)
Any other elements being studied or considered to analyze text that can be supported by providing textual evidence.

Court Case Simulation Putting a character on trial is a great way to spark discussion that involves literary evidence. This concept can be even broader by putting a specific theme in the text on trial. Teachers can always adjust their purpose to fit any type of inquiry-based question. Either assign or have students pick a side of an argument dealing with a literary text and then allow time for them to research and present their ideas in a debate format. Traditional court formats can be located within this link and adjusted to fit varying times for classes.

Reader's Workshop Reader's workshops can take on many forms including discussion groups, partnered work, and structured workshops. The purpose of these workshops is to foster discussions about a text between peers. This increases comprehension and confidence in the reader. Readers' workshop can be modified for any specified purpose, including lower-level and higher-level thinking. A virtual workshop can be created to guide pacing, encourage self-management, and to publish items for interactive review.

Standardized Test Sample Question Stems
What details from the passage help develop the key idea?

RL.8.1 (Prior Grade Standard)	RL.11-12.1 (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.	**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, determining where the text leaves matters uncertain.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grades 9-10

RL.9-10.2

Analyze literary text development.

a. Determine a theme 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.
b. Provide an objective summary of the text that includes the theme and relevant story elements.

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

Essential Understanding
-Recognize and understand theme
-Analyze theme development
-Recognize refinement and shaping of theme
-Analyze relationship of literary/story elements and details to theme development
-Objectively summarize the text
-Summarize a theme of a text using relevant story elements

*Extended Understanding
-Relational analysis of two or more themes

Academic Vocabulary/Language
-analyze
-central idea
-determine
-development
-emerge
-literary/story elements (e.g., conflict, characterization, plot, tone, etc.)
-objective
-refine
-summarize/summary
-theme

ULTIMATE LEARNING TARGET TYPE: REASONING	**BROAD LEARNING TARGETS:** The student can analyze literary text development. The student can determine the theme of a text and analyze its development, showing how it emerges and is shaped and refined by details. The student can objectively summarize a text. The student can include theme and story elements in a summary of theme. **Underpinning Knowledge Learning Targets:** The student can define, understand, and recognize theme and summary. The student can follow the development of theme in a text. The student can recognize refinement and shaping of theme in a text. **Underpinning Reasoning Learning Targets:** The student can analyze how a theme emerges in a text. The student can distinguish between textual facts and opinions.
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	

Question Ideas

What insight about human life is revealed in the story?

An example of how the theme recurs in the text is __. Explain how this reoccurrence of the theme shapes or refines the theme.

How does the theme develop as the text progresses?

Analyze the passage, what can you conclude about life? Would your conclusion be different if the tone 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 refine the development of ___ as the theme?

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

Ohio's Learning Standards Appendices Support

Appendix B *Sample Performance Tasks:* Students analyze in detail the theme of relationships between mothers and daughters and how that theme develops over the course of Amy Tan's *The Joy Luck Club*. Students search the text for specific details that show how the theme emerges and how it is shaped and refined over the course of the novel.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

SOAPSTone Technique Students use the SOAPSTone technique to identify an author's point of view or overall message (theme).
S-Subject; O-Occasion; A-Audience; P-Purpose; S-Speaker; T-Tone and words that suggest tone.

Guiding on the Side This blog page offers a solid video lesson on how to teach theme in 4 simple steps. Note that the sentences the students create in step 3 will be more complex for this grade band. View the video under the heading, Teaching Theme the Metacognitive Way.

Crowdsourcing Interpretation To integrate technology when identifying themes and specific details of a text, teachers can use Prism as a tool to invite users to weigh in on the interpretation of texts.

Standardized Test Sample Question Stems

Which theme is emphasized in Passage 3?

RL.8.2 (Prior Grade Standard)	**RL.11-12.2 (Future Grade Standard)**
Analyze informational text development.	**Analyze literary text development.**
a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.	**a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.**
b. Incorporate a theme and its relationships into an objective summary of the text.	**b. Produce a thorough analysis of the text.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grades 9-10

RL.9-10.3

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.

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

Essential Understanding
-Understand and identify characterization (direct and indirect) in a text
-Analyze how conflicting or multiple motivations reveal character, affect character development, and influence relationships in a text
-Analyze how complex characters advance the plot line or theme in a text

*Extended Understanding
-Analyze rhetorical strategies used by characters in a text

Academic Vocabulary/Language
-analyze
-character
-characterization
-complex character
-develop
-interact
-motivation
-plot
-propel
-theme

ULTIMATE LEARNING TARGET TYPE: REASONING	**BROAD LEARNING TARGETS:** The students can analyze how complex characters develop over the course of a text to advance plot or develop theme. The students can analyze how the interactions of a complex character with other characters advance plot or develop theme.
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	**Underpinning Knowledge Learning Targets:** The student can understand and identify direct and indirect characterization. The student can identify complex characters (e.g., those with multiple or conflicting motivations). **Underpinning Reasoning Learning Targets:** The student can analyze how conflicting or multiple motivations reveal character, affect character development, and influence relationships in a text.

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 character motivation is _____.

What is the relationship between the complex character and the minor character? How was the plot line affected by the his/her interactions?

Which of the following most likely led to the character's decision to lie to his family?

What motivated the protagonist to go against his own will? How did his decision affect the theme of the work?

What was the character's motivation in paragraph ____? Why?

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

Ohio's Learning Standards Appendices Support

Appendix B Sample Performance Tasks: Students analyze how the character of Odysseus from Homer's *Odyssey*-a "man of twists and turns"-reflects conflicting motivations through his interactions with other characters in the epic poem. They articulate how his conflicting loyalties during his long and complicated journey home form the Trojan war both advance the plot of Homer's epic and develop themes.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

-Create a Meme Memes are humorous pictures coupled with a brief statement. Students create a meme that best describes either the conflicting motivations of a complex character or a moment within a written work which forces them to focus in on the theme of a text.

-Pin the Quote on the Character Ideal for teaching characterization. Display picture(s) of characters and have the students find examples of direct and indirect characterization in the literature. Students use sticky notes and place it on the appropriate picture. Students can complete character analyses.

-Cornell Notes Teachers can adapt Cornell Notes for various focus areas in literary works, such as characterization, theme, and summary. Basically, Cornell Notes are divided into three sections, where in the largest section students collect details from the reading. Along the left-hand margin, students create topics to organize their details. Along the bottom, students write a brief summary of the selection. They can be modified for diverse learners but should encourage readers to critically analyze specific elements of the text. This resource provides multiple Cornell Note templates and grading rubrics.

Standardized Test Sample Question Stems

What advice from Circe is essential for Ulysses and his men to prepare for the Sirens in Passage 1?
  A. The sirens are few in number.   B. The Sirens can predict the future.
  C. The Sirens enjoy flattery and praise.   D. The Sirens never let anyone on their island.

RL.8.3 (Prior Grade Standard)	RL.11-12.3 (Future Grade Standard)
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	**Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how action is ordered, how the characters are introduced and developed).**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grades 9-10

RL.9-10.4

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, mood, and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal 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
-Determine figurative and connotative word meanings in a text
-Analyze how diction impacts meaning and tone
-Distinguish between formal and informal tone

*Extended Understanding
-Identify and understand elements of language/rhetoric

Academic Vocabulary/Language

-analyze
-connotation/denotation
-cumulative
-diction
-evoke
-figurative language
(See your adopted textbook's glossary for grade-level appropriate figurative language devices or https://literarydevices.net/figurative-language/.)
-mood
-phrases
-tone

ULTIMATE LEARNING TARGET TYPE: REASONING

CCS ELA 6-12 PAGE:

https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:
 The student can determine the figurative, literal, and connotative meaning of words and phrases based on how they are used in a text.
 The student can analyze the cumulative impact of diction on meaning, mood, and tone.

Underpinning Knowledge Learning Targets:
 The student can identify words and phrases that have connotative and figurative meaning used in a text.
 The student can recognize several instances of similar word choices 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, making cultural and literary connections, and/or consulting reference materials.

 The student can determine the tone (formal, informal, positive, neutral, negative, etc.) and mood in a text, and interpret the relationship between diction and tone, mood, or meaning.

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? On the mood 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.

How do the specific word choices in the opening paragraph set the mood and evoke the "place" of the work?

How does the figurative language in verse 4 cause a shift in the tone of the dirge from positive to negative?

Ohio's Learning Standards Appendices Support

Appendix A *Three Tiers of Words:* Tier One Words are the words of everyday speech usually learned in the early grades. Tier Two Words (General Academic Words) are far more likely to appear in written texts than in speech. They often represent subtle or precise ways to say relatively simple things and are found across many types of texts. Tier Three Words (Domain-Specific Words) are words specific to a domain or field of study and are key to understanding a new concept within a text.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Shades of Meaning Students use a graphic organizer or a paint swatch that contains 5-6 varieties of a shade of a specific color to write varying connotations of words and discuss how those terms impact mood or tone in a text. For example, if a student is assigned the word "upset", from lightest shade to darkest shade, a student might write annoyed, bothered, upset, distraught, irate, and hysterical. Such exercises allow students to ponder the connotations behind specific words and inspire more mature word choice within their papers while considering the word's impact on the text. This pdf from California State University Northridge offers examples of connotative and denotative words as well as discussion topics and activities to help students understand how words can influence meaning in a piece of text.

Close Reading Close Reading requires students to actively read and examine diction carefully. In doing so, students explore the relationship between the diction, mood, and tone of a text. To begin, the teacher provides the student with a piece of text, usually a smaller excerpt from a large text. Students read with a focus on a specific element, such as author's word choice and the effect use of figurative language on mood and tone. Students can highlight and annotate as they encounter evidence. The teacher can model the strategy for the student, including the analysis of the evidence collected. Students must be able to draw conclusions about the focus such as word choice, and explain how the evidence helped them reach the conclusions.

Explicit Instruction of Context When teaching diverse learners, modeling the use of context clues to determine the meaning of unknown words is essential. This can be done using texts within class. Have students identify unknown words and model how to use the clues around the unfamiliar word to understand the meaning. For each word, the student lists the denotative and connotative meaning, predicting how an author might use the connotative meaning in a story to change the mood for the reader. After reading the story, they can compare their predications to the actual effect of the connotation on the mood. Struggling learners may benefit from small group or partnered work in which they are provided with a list of complex words that have connotation or figures of speech, or have the students create their own list before beginning the exercise.

Standardized Test Sample Question Stems

What is the meaning of **resonant** as it is used in paragraph 3?

A. intense   B. distant   C. familiar   D. annoying

RL.8.4 (Prior Grade Standard)	RL.11-12.4 (Future Grade Standard)
Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood and tone, including analogies or allusions to other texts.	**Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grades 9-10

RL.9-10.5 **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.**

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 understand varied literary text structures (aside, stanza, exposition, etc.)
-Identify and understand varied storytelling techniques (parallel plots, pacing, flashback, etc.)
-Recognize when author's use structure and storytelling techniques to create mystery, tension, or surprise within a text
-Analyze how dramatic, poetic, and prose structures and storytelling techniques create varied effects
***Extended Understanding**
-Close reading

Academic Vocabulary/Language
-analyze
-compare/contrast
-contribute
-dramatic, prose, and poetic structures and storytelling techniques (parallel plots, pacing, chronological, cause/effect, aside, scene, verse, line, soliloquy, stanza types, flashback, multiple narrators, time shifts, etc.)
-manipulate
-tension

ULTIMATE LEARNING TARGET TYPE: REASONING

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12
(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:
The student can analyze how author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

Underpinning Knowledge Learning Targets:
The student can identify varied poetic, dramatic, and prose text structures and storytelling techniques.
The student can identify and understand varied literary effects, such as mystery, tension, or surprise.
The student can recognize when author's use text structures and storytelling techniques to produce a desired effect.

Question Ideas

Why did the author choose a narrative structure for this poem? How does the author use that structure to produce mystery?

Why did the author choose to have two narrators? How does this effect the tension of the story?

Write an essay in which you identify the storytelling techniques used by the author to create surprise and analyze how those particular techniques produce the surprise.

Analyze the asides in each play? How do they affect the tension of the acts in which they reside? Which author was more successful in creating tension?

Analyze how each author uses structure to produce a comedic effect.

What is the effect of the expanded moment in the first chapter?

How does the author manipulate time in this work? Why does he do it? What effect does it have?

How does the author create mystery in this short story? Include text structures, storytelling techniques, and any other literary elements that help produce the effect of mystery.

Ohio's Learning Standards Appendices Support

Appendix B Sample Performance Tasks: Students analyze how Michael Shaara in his Civil War novel *The Killer Angels* creates a sense of tension and even surprise regarding the outcome of events at the Battle of Gettysburg through pacing, ordering of events, and the overarching structure of the novel.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Post-It Plot

Students choose five key sentences that show plot development and write them on Post-it notes. Then, students rearrange the Post-it notes and express (orally or in writing) how rearranging the plot development changes the theme and/or meaning in the work. Students pay particular attention to the development of mystery, tension and surprise.

Standardized Test Sample Question Stems

PART A: Throughout the passage, the author builds suspense. Which structural choice contributes most directly to suspense? PART B: Select the highlighted portion of the passage that supports the answer in Part A.

RL.8.5 (Prior Grade Standard)	**RL.11-12.5 (Future Grade Standard)**
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	**Analyze how an author's choices concerning how to structure specific parts a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grades 9-10

RL.9-10.6

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

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

Essential Understanding
-Identify point of view
-Identify perspective
-Understand and explain how points of view/ perspectives are/can be relative to cultural experience
-Draw on wide reading of world literature to analyze cultural experience
-Analyze a point of view/perspective or cultural experience in non-US literature

Academic Vocabulary/Language
-analyze
-cultural experience
-perspective (A position from which something is considered or evaluated)
-point of view (first, second, third, objective, subjective, omniscient, limited omniscient, etc.)
-reflected
-world literature

ULTIMATE LEARNING TARGET TYPE: REASONING

CCS ELA 6-12 PAGE:

https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:

The student can analyze how a particular point of view or perspective is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

The student can analyze how a particular cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Underpinning Knowledge Learning Targets:

The student can identify points of view in a literary text.

The student can identify perspective in a literary text.

The student can identify cultural experiences from outside the US in literature.

The student can understand and explain how the points of view, perspectives, or cultural experiences found in world literature reflect native society and culture.

Question Ideas

From whose perspective is the text written? How does that perspective compare to the typical American's perspective?

Who is speaking? To whom?

Analyze the speaker's point of view in this speech. What aspects are distinctly results of his/her cultural experiences?

Thinking about all of the non-US literature that you have read on the topic, analyze the cultural experience in this text. How do the other pieces of world literature you have read influence your reading of this piece?

Explain how the gender roles in this work reflect the society of the author? What other works of world literature have the same connection between portrayal of gender roles and author's experiences?

Analyze the points of view of each piece of world literature? What are the similarities between the cultural perspective presented in the three works.

Ohio's Learning Standards 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

Close Reading

Close Reading requires students to actively read and examine diction carefully. In doing so, students explore the relationship between the diction, mood, and tone of a text. Teachers can additionally use Close Reading to examine perspective versus point of view within a text. To begin, the teacher provides the student with a piece of text, usually a smaller excerpt from a large text. Students read with a focus on a specific element, such as author's word choice and the effect use of figurative language on mood and tone. Students can highlight and annotate as they encounter evidence. The teacher can model the strategy for the student, including the analysis of the evidence collected. Students must be able to draw conclusions about the focus such as word choice, and explain how the evidence helped them reach the conclusions.

Resource Guide to Teach Author's Perspective

This PDF includes information for teaching and analyzing author's perspective. It uses the strategy PIES (Persuade, inform, entertain, share) in the content.

Standardized Test Sample Question Stems

Shelley and Keats were major figures of the Romantic movement. Below are three key Romantic principles. Complete the chart by selecting whether Passage 1, Passage 2, or both passages reflect each principle.

RL.8.6 (Prior Grade Standard)	RL.11-12.6 (Future Grade Standard)
Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	**Analyze a case in which grasping a point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grades 9-10

RL.9-10.7

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*).

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

Essential Understanding
-Reading, viewing, and listening comprehension of print/visual/audio-visual/digital texts
-Compare/contrast same subject/scene in two different mediums, noting what is emphasized or absent
-Recognize and evaluate choices artists/authors make in representing a subject/key scene

*Extended Understanding
-Choose medium that best represents a subject/scene

Academic Vocabulary/Language
-absent
-analyze
-artistic mediums
-compare/contrast
-emphasize
-evaluate
-representation
-scene
-subject
-treatment

ULTIMATE LEARNING TARGET TYPE: REASONING

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12
(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:
The student can analyze the representation of a subject or a key scene in two different artistic mediums.

The student can determine what is emphasized or absent in the treatment of a subject or key scene in two different artistic mediums.

Underpinning Knowledge Learning Targets:
The student can identify a subject or a key scene that is represented in two different artistic mediums.

Underpinning Reasoning Learning Targets:
The student can compare and contrast the representation of a subject or key scene in two different artistic mediums.

Question Ideas

How is the subject of _____ treated differently in the painting than it is in the text? Why do you think the painting version left out _____? What do you think was emphasized more in the painting? Why?

After studying the play version of the text, analyze how and why the play adaptation of the text is different from the original text.

How does the text compare to the video? How does the text contrast the video? Break down into detail how the wedding scene was treated in each medium.

What are the similarities and differences between the cartoon illustration and the photograph? Why do you think there were differences? Explain why you believe the illustrator "changed" the history of the subject matter in the photograph.

What insight into the story about _____ is gained by reading the diary of an actual girl who experienced it? What is noticeably absent in the story that was emphasized in the diary? Analyze why it was left out.

Ohio's Learning Standards Appendices Support

Appendix B *Sample Performance Tasks:* Students analyze how artistic representations of Ramses II (the pharaoh who reigned during the time of Moses) vary, basing their analysis on what is emphasized or absent in different treatments of the pharaoh in works of art (e.g., images in the British Museum) and in Percy Bysshe Shelley's poem "Ozymandias."

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Venn Diagram Students can complete a Venn Diagram to compare and contrast the features of paired texts and artwork. This online version of the graphic organizer allows students to add comments, files, or pictures and then share the completed diagram or print it. Use it as a culminating activity to integrate writing and ideas from previous lessons and compare and contrast the two different mediums.

Literal Observation Phase Have students collaborate on a shared Google Doc to write down observations of a specific artwork together. Based on all of these observations, the teacher has a discussion to scaffold the meaning from the whole group observations. Teachers use these literal observations to help scaffold deeper and more analytical understanding of the artwork or other medium. For example, if the students feel the work has dark colors, use this as a bridge to discussion of how that influences their feelings about the work, or the artist's purpose.

OPTIC Visual Analysis Strategy This acronym which stands for Overviews, Parts, Title, Interrelationships, and Conclusion, provides areas of focus for students to visually analyze an artistic work. It aids comparisons between multiple mediums and enriches one's understanding of art. This strategy can be used individually and collaboratively. Further resources for this strategy can be found at this link.

Literary Reference Center INFOhio provides access to EBSCO's Literary Reference Center which contains information on authors and their works from all time periods and all types of literature.

Standardized Test Sample Question Stems

Which statement describes a similarity between how Robert Oppenheimer and the writer in "A Petition to the President of the United States" discuss the atomic bomb?

A. Both emphasize feelings of regret that the atomic bomb was developed.   B. Both emphasize an appreciation for the residual benefits of atomic power.

C. Both emphasize benefits of political power that come from possessing atomic capabilities. D. Both emphasize the urgency of considering carefully the consequences of using the atomic bomb.

RL.8.7 (Prior Grade Standard)	RL.11-12.7 (Future Grade Standard)
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	**Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grades 9-10

RL.9-10.9	**Analyze how an author alludes to 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).**	**Essential Understanding** -Close Reading -Identify source material from one author found in the work of another -Analyze how source material is drawn upon or transformed in later works ***Extended Understanding** -Read widely to enhance intertextual allusions and borrowed source material	**Academic Vocabulary/Language** -alludes/allusion -analyze -draws on -source material -theme -transforms

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	**BROAD LEARNING TARGETS:** **The student can analyze how an author alludes to or transforms source material (themes, topics, patterns of events, or character types, characters, settings, etc.).** **Underpinning Knowledge Learning Targets:**
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	**The student can identify source material (themes, patterns of events, and character types, characters, settings, etc.) from one author found in the work of another.** **The student can recognize intertextual allusions.** **The student can understand allusion and transformation.**

Question Ideas

How did the author of the modern text use the same character type from the source material?

Compare the source text with the play. What patterns of events happen in both? How are those patterns made new in the play?

After reading both texts, compare the character of Sampson in the Bible to the Sampson in the poem. What are their similarities? How did the author's knowledge of the Bible affect his poem?

What theme can be found in the source material and the short story? How has that theme been modernized?

Power corrupts is a recurring theme in literature. Use textual citations to show how this theme is shown in Shakespeare's *King Lear*. Research to find out what source material Shakespeare used for this play and compare the treatment of the Power corrupts theme found in both *King Lear* and the source material.

How do the authors' descriptions of _____ differ from the Bible story to the novel? How was the Biblical tale transformed?

Ohio's Learning Standards Appendices Support

Appendix B Sample Performance Tasks: Students analyze how the Japanese filmmaker Akira Kurosawa in his film *Throne of Blood* draws on and transforms Shakespeare's play *Macbeth* in order to develop a similar plot set in feudal Japan.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Resources

-Carpenter, Thomas. *Art and Myth in Ancient Greece: A Handbook*. Thames & Hudson, 1991. Thomas Carpenter presents a reference book full of illustrations that highlights Greek Literature.

-Foster, Thomas C. *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines.* New York: Harper Collins, 2003. Author Thomas Foster offers a practical guide to reading literature by examining major themes, narrative devices and form.

Cracking the Code Students are given select quotes from a challenging text. They decode the language and rewrite the line in their own words. When they come across the line in the text, it gives them an anchor into the text. By strategically selecting lines, students can be exposed to allusions, figures of speech, etc. Students further explore with the concept by looking at paired texts that allude to the original line.

Exactly What are You Alluding To? This site shows examples of using allusions in the classroom, provides a lesson plan template, and gives different ideas for student engagement when learning about allusions.

Standardized Test Sample Question Stems

Part A Question: Which statement summarizes a key difference between the excerpts from the poem by Ovid and the poem by Sexton?

A. Ovid portrays Icarus as naïve, whereas Sexton portrays Icarus as wise.   B. Ovid emphasizes Icarus's adventurousness, whereas Sexton emphasizes Icarus's timidity.

C. Ovid believes the goddess Pallas is the true hero of the myth, whereas Sexton believes Daedalus is the true hero.   D. Ovid considers Icarus's flight an act of human arrogance, whereas Sexton considers it an act of heroism.

RL.8.9 (Prior Grade Standard)	RL.11-12.9 (Future Grade Standard)
Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and *The Epic of Gilgamesh*, including describing how the material is rendered new.	**Demonstrate knowledge of eighteenth-, nineteenth-and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grades 9-10

RL.9-10.10

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 and By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

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

Essential Understanding
-Demonstrate comprehension of grade-level, complex literary text
-Identify/evaluate text complexity
-Make personal, historical, and cultural connections to texts
-Use background and prior knowledge to understand texts

Academic Vocabulary/Language

-background knowledge
-comprehension
-decoding
-fluency
-Lexile
-literary text/literature
-prior knowledge
-proficient
-text complexity
-scaffolding

ULTIMATE LEARNING TARGET TYPE: REASONING

CCS ELA 6-12 PAGE:

https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:

The 9th grade student can read and comprehend complex literature in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

The 10th grade student can read and comprehend complex literature at the high end of the grades 9–10 text complexity band independently and proficiently

The student can build background knowledge and activate prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex 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 9-10 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 (Determine the quantitative measures of the text; Analyze the qualitative measures; Reflect upon the reader and task considerations; Recommend placement in the appropriate grade level band) to determine if this is an appropriate text for you. Use a 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'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

Response Notebooks Response notebooks can help students explore their thinking about a text, and note any connections they may make with the subject of the text.
Choice Board The teacher creates a choice board (for example, a bingo board or menu) containing various texts in the appropriate complexity band. Students can choose the texts they want to read for independent reading assignments. The teacher can differentiate the choice board by complexity level of the texts to accommodate for students who are struggling readers, reluctant readers, advanced readers, or ELL learners. In addition, this can also include activities that a teacher pairs with a text versus just a text itself.
Qualitative Text Complexity Rubric This rubric can be used to determine stretch in reading materials for students.
Common Lit can be used by teachers to select supplemental texts, paired texts, and text-to-media sets at, above, or below grade level for all levels of learners. Teachers can choose to use the provided objectives or expand on them to meet the needs of the students. (All teachers and students have roster-aligned access through CLEVER.)
Forget, Mark A., *MAX Teaching with Reading and Writing: Classroom Activities to Help Students Learn New Subject Matter While Acquiring Literacy Skills***. Trafford Publishing, 2004**. Forget's reading and writing strategies are evidence-based, yielding student success. Any combination of these strategies or individual use of specific strategies noted within this publication greatly aid students reading individually and collaboratively.

RL.8.10 (Prior Grade Standard)	**RL.11-12.10 (Future Grade Standard)**
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. 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.	**By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, and By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.**