

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grades 11-12

<div style="border: 2px solid #800000; border-radius: 15px; padding: 5px; display: inline-block;"> <b>RL.11-12.1</b> </div>	<p><b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</b></p>	<p><u>Essential Understanding</u>          -Reading comprehension          -Draw inferences          -Cite specific textual evidence to support inferences and text meaning          -Analyze the text          -Evaluate evidence          -Determine where text lacks certainty          -MLA formatting for in-text citations and works cited pages</p>	<p><u>Academic Vocabulary/Language</u>          -analyze/analysis          -cite          -drawn          -explicit          -evaluate          -inference          -MLA Formatting          -textual evidence</p>
<p><b>CCR Anchor:</b> Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>			

<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGET:</u></b>  <b>The student can cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.</b>  <b>The student can determine where texts leave matters uncertain.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>          The student can recognize textual evidence and inferences.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b>          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.          The student can evaluate the certainty of a text.</p> <p><b><u>Underpinning Product Learning Targets:</u></b>          The student can use correct MLA format for in-text citations and works cited pages.</p>
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>          (CAREER CONNECTIONS)</p>	

### Question Ideas

After reading the article, determine one point the author makes but does not back up with strong and thorough support. How does the absence of support leave the text uncertain?

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 other piece of evidence could the author add to thoroughly prove \_\_\_\_\_?

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 11-CCR Text Exemplars*: Literary pieces that are textually complex and rich which can be used for textual citation tasks are on pages 140-163 and include the following: *Jane Eyre* by Charlotte Bronte (prose), “Ode on a Grecian Urn” by John Keats (poetry), and *The Importance of Being Earnest* by Oscar Wilde (drama).

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

**Citing Textual Evidence** [This PowerPoint](#) reviews the definitions of evidence through examples and practice.

**Socratic Seminar** The Socratic Seminar provides autonomy for the students in a communal format in which students must cite strong and thorough textual evidence to support analysis of what the text says. Areas to explore include how authors use literary techniques such as theme, characterization, plot, specific details, etc., within a work. (You can find [Socratic Seminar Templates](#) on the on the [ELA 6-12 Page](#) in the Speaking and Listening Resources at the [ELA Strand Resources](#) link.)

### Standardized Test Sample Question Stems

Which evidence supports the idea that Michael O’Niell is very clever?

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

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

# Ohio's Learning Standards-Clear Learning Targets

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<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <h2>RL.11-12.2</h2> </div>	<p><b>Analyze literary text development.</b></p> <p><b>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></p> <p><b>b. Produce a thorough analysis of the text.</b></p>	<p><b>Essential Understanding</b></p> <ul style="list-style-type: none"> <li>-Recognize and understand themes in a text</li> <li>-Analyze theme development</li> <li>-Analyze the interaction between themes in a text</li> <li>-Analyze relationship of two or more themes in a text</li> <li>-Thoroughly analyze the text</li> </ul>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-analyze</li> <li>-central idea</li> <li>-determine</li> <li>-development</li> <li>-interact</li> <li>-objective</li> <li>-summarize/summary</li> <li>-theme</li> <li>-analysis</li> </ul>
<p><b>CCR Anchor:</b> Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.</p>		<p><b>*Extended Understanding</b></p> <ul style="list-style-type: none"> <li>-Critique use of relational themes</li> </ul>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p><b>The student can analyze literary text development.</b></p> <p><b>The student can determine two or more themes of a text and analyze their development, including how they interact and build on one another.</b></p> <p><b>The student can produce a thorough analysis of a text.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p><b>The student can define, understand, and recognize theme.</b></p> <p><b>The student can follow the development of two or more themes in a text.</b></p> <p><b>The student can recognize interaction between and building upon of two or more themes in a text.</b></p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <p><b>The student can distinguish between theme, main idea, topic, and central idea.</b></p>		
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## Question Ideas

What are two main insights about human life revealed in the story?

How do the two themes develop as the text progresses? How do they interact?

Analyze the passage, what can you conclude about life? What themes help you reach your conclusion? How does the building upon of these themes make the account more complex?

What is the relationship of the first theme to the second theme?

When you analyze the text, what do you determine to be the theme? Is there more than one? If so, how do they interact?

How does the development of \_\_\_ as the theme affect the main idea of the work? What is their relationship?

## Ohio's Learning Standards Appendices Support

[Appendix B Sample Performance Tasks](#): Students provide a thorough analysis of F. Scott Fitzgerald's *Great Gatsby* wherein they analyze how over the course of the text different characters try to escape the worlds they come from, including whose help they get and whether anybody succeeds in escaping.

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

**Blogging** Students [contribute to a blog](#) or online discussion about a literary text where content, collaboration, and online etiquette are key. Suggestions include TodaysMeet (for a backchannel platform); a hashtag thread on Twitter; or an app, such as "Socrative."

**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](#).

## Standardized Test Sample Question Stems

Which theme is shared by Passage 1 and Passage 2? Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the theme is developed.

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

**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.**

# Ohio's Learning Standards-Clear Learning Targets

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**RL.11-12.3**

**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).**

**Essential Understanding**

- Understand and identify author's choices in regards to literary elements such as plot line & characterization
- Understand and identify varied literary elements and storytelling techniques
- Analyze the impact of author's choices on development of and relationships between literary elements in a story or drama

**Academic**

**Vocabulary/Language**

- analyze
- develop
- figurative language
  - \*See your adopted textbook's glossary for grade-level appropriate literary elements or <https://literarydevices.net> as they are too numerous to list.
- impact
- literary elements (plot, theme, setting, tone, diction, characterization, etc.)

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

**ULTIMATE LEARNING TARGET TYPE: REASONING**

**BROAD LEARNING TARGETS:**

**The students can analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.**

**Underpinning Knowledge Learning Targets:**

**The student can understand and identify varied literary elements (plot, theme, characterization, etc.) and storytelling techniques (deus ex machina, unreliable narrator, flashback, etc.) in a text.**

**Underpinning Reasoning Learning Targets:**

**The student can analyze how elements of a story or drama are developed and/or interrelated.**

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## Question Ideas

How does the character's diction help you understand that character? What impact did the author's choice of diction for this character have on his/her reliability as a narrator?

How did the character evolve with the plot of the story or drama? How would the plot have been different if the author had chosen to stagnate his growth at the end of section one?

An example of how the plot is shaped by setting is \_\_\_\_\_. How would the story be affected if the author had chosen a different setting?

What is the relationship between the complex character and the minor character? What impact did their relationship have on the plot line? Prove that the impact was a choice of the author.

The author chose a syntax full of sentence fragments in the first chapters and long, cumulative sentences in the final chapters? Why?

## Ohio's Learning Standards Appendices Support

[Appendix B](#) *Sample Performance Tasks*: Students analyze the first impressions given of Mr. and Mrs. Bennet in the opening chapter of *Pride and Prejudice* based on the setting and how the characters are introduced. By comparing these first impressions with their later understanding based on how the action is ordered and the characters develop over the course of the novel, students understand the impact of Jane Austen's choices in relating elements of a story.

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

**Content Elaborations** Effective authors use evidence and details purposely chosen to impart meaning. Literary analysis enables the reader to examine the way authors carefully position details which support the theme or main idea. They use the interactions, thoughts and feelings of characters to explore ideas and themes.

**Jenga Questioning** Use Jenga game pieces to attach questions about a text and its construction. Students pull a piece and answer different-level question(s). Each question level has a color associated with it. ⑩ Red = 2 points for Remember and Recall. ⑩ Green = 4 points for Apply and Analyze. ⑩ Purple = 6 points for Evaluate and Create. Students can work in pairs to achieve the most points and foster teamwork.

## Standardized Test Sample Question Stems

How does paragraph 3 develop Crusoe's character in the story?

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

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

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grades 11-12

**RL.11-12.4**

**Determine the connotative, denotative, and figurative meaning 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.**

**CCR Anchor:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**Essential Understanding**

- Determine connotative, denotative, and figurative meanings of words and phrases in a text
- Analyze how diction impacts tone and mood
- Distinguish between formal and informal tone
- Interpret words and phrases, including those with multiple meanings
- Identify and understand figurative language

**\*Extended Understanding**

- Identify and understand elements of language/rhetoric

**Academic**

**Vocabulary/Language**

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

**ULTIMATE LEARNING TARGET TYPE: REASONING**

**BROAD LEARNING TARGETS:**

The student can determine the connotative, denotative, and figurative meaning of words and phrases as they are used in a text.

The student can analyze the impact of author's diction on a text, including multiple-meaning words or language that is particularly evocative to tone and mood.

**Underpinning Knowledge Learning Targets:**

The student can identify words and phrases that have connotative, figurative, and multiple meaning(s).

The student can identify types of tone and mood.

**Underpinning Reasoning Learning Targets:**

The student can determine, interpret, clarify, or verify the meaning of connotative, denotative, figurative, or multiple-meanings 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 interpret the relationship between diction and tone or mood in a text.

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 (CAREER CONNECTIONS)

## Question Ideas

What does the word/phrase \_\_\_ mean in this selection? Is there a feeling or emotion associated with the word \_\_\_\_? What is another meaning of the word/phrase? How did you know that this second meaning was not the one the text intended?

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?

Is the language of this piece aesthetically pleasing? Why or why not?

How does the author's diction 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 B Sample Performance Tasks](#): Students compare and contrast the figurative and connotative meanings as well as specific word choices in John Donne's "Valediction Forbidding Mourning" and Emily Dickinson's "Because I Could Not Stop for Death" in order to determine how the metaphors of the carriage and the compass shape the meaning and tone of each poem. Students analyze the ways both poets use language that is **particularly fresh, engaging, or beautiful to convey** the multiple meanings regarding death contained in each poem.

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

### Choose a Word/Phrase

Students choose a word or phrase from literature that is interesting, confusing, descriptive or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted around the classroom. Students then take blank sticky notes and silently read and comment on others' observations. Students then share their quotations and their favorite comments with the class.

### Standardized Test Sample Question Stems

Read this sentence from the passage.

"The girl's name was Bridget Royce, a somber and even sullen type of beauty, and she looked at him darkly, as if in doubt, and said, "Do you want me to hide you?"

What does the word somber suggest about Bridget?

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

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

# Ohio's Learning Standards-Clear Learning Targets

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**RL.11-12.5**

**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.**

**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 and their parts (aside, stanza, exposition, scene, resolution, etc.)
- Identify and understand varied storytelling techniques (en medias res, pacing, flashback, etc.)
- Recognize when author's use structural parts and storytelling techniques to contribute to overall structure and for aesthetic impact
- Analyze how dramatic, poetic, and prose structural parts and storytelling techniques contribute to meaning and aesthetics

**Academic**

**Vocabulary/Language**

- aesthetic
- analyze
- comedic/tragic
- 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.)
- impact
- resolution

**ULTIMATE LEARNING TARGET TYPE: REASONING**

**BROAD LEARNING TARGETS:**

**The student can analyze how author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.**

**Underpinning Knowledge Learning Targets:**

- The student can identify varied poetic, dramatic, and prose text structures and their parts.**
- The student can identify varied poetic, dramatic, and prose storytelling techniques.**
- The student can identify comedic and tragic resolutions.**
- The student can identify and understand aesthetic impact.**

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[\(CAREER CONNECTIONS\)](#)

## Question Ideas

Why did the author choose a narrative structure for the first section of this poem? How does the first section contribute to the overall structure of the poem?

Why did the author choose to have no resolution? What is the impact of his choice on the meaning of the work?

Write an essay in which you identify the storytelling techniques used by the author in the exposition to create pleasing aesthetics.

Analyze the asides in each play. How do they affect the meaning of the acts in which they reside?

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

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

How does the author use his in medias res beginning to create a sense of urgency? How does this beginning impact the entire structure of the work?

## Ohio's Learning Standards Appendices Support

[Appendix B](#) *Sample Performance Tasks*: Students analyze how Anton Chekhov's choice of structuring his story "Home" by beginning in "midstream" shapes the meaning of the text and contributes to its overall narrative arc.

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

### Change the Structure

Students change the resolution of a story and discuss the impact on rewritten tone/meaning/etc. This strategy helps students understand structure and how an author's choices contribute to overall structure/meaning/aesthetic impact. For example, Hester exposes Dimmesdale. How does this change impact other characters, minor plot lines, etc.?

## Standardized Test Sample Question Stems

In paragraphs 3 and 6 of Passage 2, Cordelia shares her thoughts through asides. What is the effect of these asides?

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

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grades 11-12

**RL.11-12.6**

**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.**

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

Essential Understanding

- Identify point of view and/or perspective
- Determine point of view/perspective when what is stated directly and what is meant are not the same
- Understand and explain how points of view or perspectives can be inferred through literary techniques such as satire, sarcasm, irony, understatement,
- Recognize and understand satire, sarcasm, irony, and understatement
- Recognize the impact of satire, sarcasm, irony, and understanding on content and style
- Determine an author's style

Academic

Vocabulary/Language

- analyze
- distinguish
- grasp
- irony
- perspective (A position from which something is considered or evaluated)
- point of view (first, second, third, objective, subjective, omniscient, limited omniscient, etc.)
- sarcasm
- satire
- understatement

**ULTIMATE LEARNING TARGET TYPE: REASONING**

**BROAD LEARNING TARGETS:**

**The student can 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).**

**The student can evaluate the impact satire, sarcasm, irony, understatement, etc. on the content and style of a text.**

**Underpinning Knowledge Learning Targets:**

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

**The student can recognize and understand satire, sarcasm, irony, and understatement.**

**Underpinning Reasoning Learning Targets:**

**The student can distinguish between directly stated and inferred meaning.**

**The student can determine an author's style.**

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**(CAREER CONNECTIONS)**

## Question Ideas

From whose perspective is the text written? How does the author use literary techniques to create his perspective?

Who is speaking? To whom?

Analyze the speaker's perspective in this speech. Does he/she state their intended meaning directly? If not, how do you know their intended meaning?

Analyze the use of sarcasm in this work. How does it help to convey the author's perspective?

Explain how the author's perspective in this literary work is inferred and not revealed through what is stated directly.

Analyze the use of verbal irony in the play. How is the character's perspective revealed by the use of verbal irony?

How is the author's perspective in this work revealed by understatement? Prove your point with three textual citations.

From what point of view is the essay written? How does that point of view contribute to the style of the essay?

## Ohio's Learning Standards Appendices Support

[Appendix B](#) *Sample Performance Tasks*: Students analyze Miguel de Cervantes' *Don Quixote* and Jean-Baptiste Poquelin Moliere's *Tartuffe* for how what is directly stated in a text differs from what is really meant, comparing and contrasting point of view adopted by the protagonist in each work.

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

**Using Current Events to Inspire Satire** Students will look for diction and figurative language in a classical satirical text (e.g., Jonathan Swift's "A Modest Proposal," or Kurt Vonnegut's "Harrison Bergeron"). After exploring contemporary media examples of satire (e.g., The Onion, The Daily Show, The Simpsons) they create their own satire based on a current social topic. To extend this strategy, their satire can be structured in the format of one of the examples of classical text or modern media. The students can then explain the parallels between their structure and the examples and why they chose that example for their satire's structure. Another way to assess this satire is to have the students present their satire to the class as a serious "call to action." Their peers could then vote on the most effective satire.

## Standardized Test Sample Question Stems

You have read a passage in which the perspective can only be determined by distinguishing between what is directly stated and what is really meant. **Write an essay in which you analyze the different approaches the author takes to develop his perspective, including sarcasm and understatement. Use specific evidence from the passage to support your analysis.**

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

**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.**

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grades 11-12

**RL.11-12.7**

**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.)**

**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 story, drama, or poem in two different mediums, evaluating how each interprets the source text  
 -Recognize and evaluate choices artists, authors, directors, etc. make in interpreting the same source text

**\*Extended Understanding**

-Choose medium that best represents a story, drama, or poem

**Academic**

**Vocabulary/Language**

-analyze  
 -compare/contrast  
 -dramatist  
 -evaluate  
 -interpret/interpretation  
 -source text  
 -version

**ULTIMATE LEARNING TARGET TYPE: REASONING**

**BROAD LEARNING TARGETS:**

**The student can analyze multiple interpretations of a story, drama, or poem, including plays by Shakespeare and American dramatists.**

**The student can evaluate how multiple versions of a story, drama, or poem interpret source material.**

**Underpinning Reasoning Learning Targets:**

**The student can compare and contrast the interpretation of a source text represented in multiple stories, dramas, or plays.**

**Career Connections**

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**([CAREER CONNECTIONS](#))**

## Question Ideas

After reading the novel, watching the play version of the novel, and reading the musical script of the novel, analyze how the play and script interpret the novel.

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 how the video interpreted the text.

What are the similarities and differences between Shakespeare's *Hamlet*, Disney's *The Lion King*, and Broadway's *The Lion King*? Explain why and how the Disney and Broadway adaptations "changed" the source text.

What insight into the story is gained by reading the diary upon which the novel was based? Judge the novel author's interpretation of the diary.

## Ohio's Learning Standards Appendices Support

[Appendix B Sample Performance Tasks](#): Students compare two or more recorded or live productions of Arthur Miller's *Death of a Salesman* to the written text, evaluating how each version interprets the source text and debating which aspects of the enacted interpretations of the play best capture a particular character, scene, or theme.

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

**Ballad Writing** After familiarizing themselves with ballad themes and forms, students write their own original ballads, which they will perform in small groups. Students engage in self-reflection on their group performances and on the literary characteristics of their ballads. Students read, analyze and discuss medieval English ballads and then list characteristics of the genre. Students will emphasize the narrative characteristics of ballads by choosing a ballad to act out. Using the Venn diagram tool, students next compare medieval ballads with modern ones.

## Standardized Test Sample Question Stems

How do the two images illustrate a main difference between Passage 1 and Passage 2?

- A. The first image shows the courage of the character in *Robinson Crusoe*, while the second shows the fear of the characters in *The Swiss Family Robinson*.
- B. The first image focuses on the survival skills needed in *Robinson Crusoe*, while the second focuses on the confusion experienced in *The Swiss Family Robinson*.
- C. The first image conveys the desolate mood of *Robinson Crusoe*, while the second image conveys the resilience and hopeful outlook of *The Swiss Family Robinson*.
- D. The first image portrays Crusoe's effortless journey to the island in *Robinson Crusoe*, while the second portrays the family's struggle in getting to the island in *The Swiss Family Robinson*.

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

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

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grades 11-12

<div style="border: 2px solid #8B4513; border-radius: 15px; padding: 10px; display: inline-block;"> <p><b>RL.11-12.9</b></p> </div>	<p><b>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.</b></p>	<p><b><u>Essential Understanding</u></b>          -Close Reading          -Identify and show familiarity with American foundational literature from the 18<sup>th</sup>, 19<sup>th</sup>, and early 20<sup>th</sup> century          -Identify the same theme or topic in two or more diverse texts from the same American time period          -Analyze how authors from the same American time period treat similar themes or topics  <b><u>*Extended Understanding</u></b>          -Historical criticism</p>	<p><b><u>Academic Vocabulary/Language</u></b>          -analyze          -demonstrate          -foundational          -period          -theme          -topic</p>
<p><b>CCR Anchor:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: KNOWLEDGE</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>          The student can demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature.          The student can demonstrate knowledge of how two or more diverse texts from the same pre-Modern American time period treat similar themes or topics.</p>		
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>          (CAREER CONNECTIONS)</p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b>          The student can identify and show familiarity with the characteristics of American foundational literature from the eighteenth-, nineteenth-, and early-twentieth-century.          The student can recognize the same theme or topic in two or more diverse texts from the same pre-Modern American time period.  <b><u>Underpinning Reasoning Learning Targets:</u></b>          The student can analyze how authors from the same American time period treat similar themes or topics.</p>		

## Question Ideas

During the American Renaissance, authors took two roads on the journey to understanding higher truth: Transcendentalism and Dark Romanticism. Choose two works with Transcendentalism topics or themes and compare how those works helped humanity reach higher truths. Do the same with two works with Dark Romantic topics or themes. Be sure to use textual citations from each of the works.

After reading both the Native American and the Puritan texts, discuss how the topic of creation was treated in each.

After reading the works of Phillis Wheatley and Patrick Henry, demonstrate how each author understands the idea of tyranny.

\_\_\_\_\_ is a recurring theme in early American literature. Use textual evidence to show how this theme is shown in \_\_\_\_\_ and \_\_\_\_\_.

List two foundational pieces of American literature from each of the following centuries: 18<sup>th</sup>, 19<sup>th</sup>, and early 20<sup>th</sup>. For each pair listed, demonstrate how each treats a similar theme or topic.

## Ohio's Learning Standards Appendices Support

[Appendix B Sample Performance Tasks](#): Students compare and contrast how the protagonists of Herman Melville's *Billy Budd* and Nathaniel Hawthorne's *Scarlet Letter* maintain their integrity when confronting authority, and they relate their analysis of that theme to other portrayals in nineteenth- and early-twentieth-century foundational works of American literature they have read.

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

**Compare/Contrast** Students compare and contrast (in essay form, in chart form, in visual form) two writers from the same time period. Emily Dickinson and Walt Whitman work well for this type of activity because they seem to have nothing in common, but they both are rebellious and they both revolutionized American poetry.

**Compare an Issue** Students compare texts from a time period on an issue with historical events resulting from those beliefs. End with a seminar letting students draw and support their own conclusions. Students need to synthesize materials and evaluate the information.

## Standardized Test Sample Question Stems

What is similar about the journeys taken by the main character from *Quicksand* and the main character from *The Autobiography of an Ex-Colored Man*?

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

**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).**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grades 11-12

**RL.11-12.10**

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.

**CCR Anchor:** Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

### Essential Understanding

- Demonstrate comprehension of grade-level, complex literary text
- Identify/evaluate text complexity
- Build background knowledge and activate prior knowledge while reading
- Make connections to text while reading

### Academic

#### Vocabulary/Language

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

**ULTIMATE LEARNING TARGET TYPE: REASONING**

### BROAD LEARNING TARGETS:

The 11<sup>th</sup> grade student can read and comprehend complex literature in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

The 12<sup>th</sup> grade student can read and comprehend complex literature at the high end of the grades 11-CCR text complexity band independently and proficiently

The student can build background knowledge and activate prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

**CCS ELA 6-12 PAGE:**

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

([CAREER CONNECTIONS](#))

### 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 11-CCR 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 kind of connections can be made while reading to promote comprehension?

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

**Audio Text** Students listen to a compact disc (online audio) of the text being read. Low-level readers/learners may be able to enjoy and comprehend the more complex concepts of higher order thinking skills while listening. More advanced readers can follow along in the book to understand proper pronunciation of new vocabulary introduced in 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 to accommodate for students who are struggling readers, reluctant readers, advanced readers, or ELL learners.

## RL.9-10.10 (Prior Grade Standard)

**By the end of grade 9, read, comprehend, and respond to 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, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.**

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