

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 8

<p><b>RL. 8. 1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</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          -MLA formatting for in-text citations and works cited pages</p>	<p><u>Academic Vocabulary/Language</u>          -analyze/analysis          -cite          -drawn          -explicit          -evaluate          -inference</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><u>*Extended Understanding</u>          -Construct text-dependent questions</p>	<p>-MLA Formatting          -textual evidence</p>
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGET:</u></b>  <b>The student can cite textual evidence that most strongly supports an analysis of what the text says and inferences it makes.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can recognize textual evidence.</b>  <b>The student can recognize inferences.</b></p>	
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>  <b>(<u>CAREER CONNECTIONS</u>)</b></p>	<p><b><u>Underpinning Reasoning Learning Targets:</u></b>  <b>The student can analyze text to cite textual evidence that is explicitly stated.</b>  <b>The student can analyze text to cite textual evidence that is inferred.</b>  <b>The student can evaluate the strength of textual evidence.</b></p> <p><b><u>Underpinning Product Learning Targets:</u></b>  <b>The student can use correct MLA format for in-text citations and works cited pages.</b></p>	

## Question Ideas

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

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

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

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

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

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

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

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

## Ohio's Learning Standards Appendices Support

[Appendix B](#) *Grades 6-8 Text Exemplars*: Literary pieces that are textually complex and rich which can be used for textual citation tasks are on pages 77-89 and include the following: *Black Ships Before Troy: The Story of the Iliad* by Rosemary Sutcliff (prose), "Chicago" by Walt Whitman (poetry), and *The Diary of Anne Frank: A Play* by Frances Goodrich (drama).

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

**Chalk Talk (also called Graffiti Wall)** After reading a short piece of fiction, such as *The Scarlet Ibis* by James Hurst, students share, one at a time, a piece of specific evidence that supports what the title or a specific passage in the text infers. Students remain silent during the procedure and discuss when everyone has contributed. Additional information about using Chalk Talk for adolescent learners can be found on pages 78-83 in the book *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for all Learners* by Ritchart, Church, and Morrison, John; Wiley and Sons, Inc. 2011. To add a digital element to this strategy, once students have collaboratively added evidence, try having students create an infographic integrating the evidence and information into a captivating digital visual. Students can tap into a more creative side by collaboratively including text and pictures into the infographic. There are many free sites on the web, which allow for students and teachers to create these visuals, such as Canva and infogram.

**Synthesizing** Students begin to synthesize theme and story elements by annotating how each develops throughout the course of a text. Students chart changes in literary elements by noting the differences that occur throughout the course of the text. While this can be done with paper and pencil, adding a digital element might help students visualize the development in a new way. By using a tool like Timeline, students would be able to add graphics to assist in their understanding of the development over the course of the text.

## Standardized Test Sample Question Stems

Select (highlight) the detail that shows that Alice prefers to avoid conflict with the Queen.

6 "I only wanted to see what the garden was like, your Majesty—"

7 "That's right," said the Queen, patting her on the head, which Alice didn't like at all, "though, when you say 'garden,'—I'VE seen gardens, compared with which this would be a wilderness."

8 Alice didn't dare to argue the point, but went on: "—and I thought I'd try and find my way to the top of that hill—"

9 "When you say 'hill,'" the Queen interrupted, "I could show you hills, in comparison with which you'd call that a valley."

### RL.7.1 (Prior Grade Standard)

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

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

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 8

<p><b>RL. 8. 2</b></p>	<p><b>Analyze literary text development.</b></p> <p><b>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.</b></p> <p><b>b. Incorporate a theme and its relationships into an objective summary of the text.</b></p>	<p><b>Essential Understanding</b></p> <ul style="list-style-type: none"> <li>-Recognize and understand theme</li> <li>-Analyze theme development</li> <li>-Identify characters, setting, and plot; analyze their relationship to theme development</li> <li>-Objectively summarize the text</li> <li>-Summarize a theme of a text showing its relationship to characters, setting, and plot.</li> </ul>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-analyze</li> <li>-central idea</li> <li>-character</li> <li>-determine</li> <li>-development</li> <li>-objective</li> <li>-incorporate</li> <li>-plot</li> <li>-setting</li> <li>-summarize/summary</li> <li>-theme</li> <li>-story elements</li> </ul>
<p><b>CCR Anchor:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		<p><b>*Extended Understanding</b></p> <ul style="list-style-type: none"> <li>-Relational analysis of other literary elements on theme development</li> </ul>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p>The student can analyze literary text development.</p> <p>The student can determine the theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot.</p> <p>The student can objectively summarize a text and incorporate a theme and other story elements into it.</p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p>The student can define, understand, and recognize theme, characters, setting, plot, and summary.</p> <p>The student can follow the progression of theme in a text.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <p>The student can distinguish between textual facts and opinions.</p>		
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## Question Ideas

What insight about human life is revealed in the story?

An example of how the theme recurs in the text is \_\_\_.

How does the theme develop as the text progresses?

Analyze the passage, what can you conclude about life? Would your conclusion be different if the setting was different?

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

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

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

How does the textual evidence support the development of \_\_\_ as the theme?

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

## Ohio's Learning Standards Appendices Support

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

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

**Tracing Theme** In a text, students will look at 3-4 specific themes that are prevalent over the course of the story. Students will need to identify the way in which each theme changes from the beginning of the story, to the middle of the story, and how it has changed at the conclusion of the story. Students must include textual evidence to represent the changes that occur at different points in the novel.

**Summarizing Fiction: Somebody/Wanted/But/So- SWBS:** Using this strategy, students will not just simply retell every part of story in summary, but rather they will select the most significant parts. This graphic organizer will consist of four columns including:

- Somebody (the name of the character)
- Wanted (students must make an inference about motivation)
- But (usually this is a conflict or pivotal event in the story)
- So (the resolution of the conflict, or change in the character as a result)

**Quotes and Themes** Type up and cut out a series of important quotations from the text you are studying (10-15 is a good number). Working in groups students are to sort these quotes into 3-4 different groups based upon similarity. They are then to come up with a label that describes the theme these quotations represent. Use quotes to develop a web-based display board that can be shared. Make the site interactive so that students may rotate to different stations and place the quotations into the categories where they think each quotation belongs. Each group takes a photo of their categories. At the end, each displaying group presents their initial categories, and then the other groups look back at their photo to see how their organization correlates. This could drive a discussion post online, as well.

## Standardized Test Sample Question Stems

What is a theme of the passage?

- A. People must work hard to reach their goals.
- B. Childhood is a time for imagination and play.
- C. Being in a new situation requires learning new rules.
- D. A person should always work to show respect for authority.

## RL.7.2 (Prior Grade Standard)

**Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.**

## RL.9-10.2 (Future 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

English Language Arts-Reading Literature, Grade 8

<p><b>RL. 8. 3</b> <b>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</b></p>	<p><b><u>Essential Understanding</u></b>          -Understand and identify dialogue, character, and plot line in a text          -Analyze how dialogue or incidents reveal character, character development, and characterization in a text          -Analyze how dialogue or incidents propel the plot line in a text          -Analyze how dialogue or incidents provoke decisions in a text  <b>*<u>Extended Understanding</u></b>          -Analyze rhetorical strategies used by characters in a text</p>	<p><b><u>Academic Vocabulary/Language</u></b>          -action          -analyze          -aspects          -character/characterization          -dialogue          -drama          -incidents          -particular          -plot          -propel          -provoke</p>
<p><b>CCR Anchor:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		

<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can analyze how dialogue and incidents move the plot forward.</b>  <b>The student can analyze how dialogue and incidents reveal character traits and bring about decisions.</b></p>
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>  <b>(<u>CAREER CONNECTIONS</u>)</b></p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can identify incidents that propel the plot in a story or drama.</b>  <b>The student can identify character types and traits.</b>  <b>The student can identify dialogue in a text.</b>  <b><u>Underpinning Reasoning Learning Targets:</u></b>  <b>The student can analyze the relationships between dialogue/incidents and characterization/plot.</b></p>

## Question Ideas

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

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

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

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

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

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

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

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

## Ohio's Learning Standards Appendices Support

[Appendix A Text Complexity](#): In the three-part model (Qualitative, Quantitative, Reader & Task) for measuring text complexity, plot falls under the Structure section of Qualitative Measures. Plots for literary texts can exist on two continuums of text complexity: Simple Structure to Complex Structure and Events Related in Chronological Order to Events Related out of Chronological Order.

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

**-Double-Sided Notes** This strategy requires students to assemble evidence to support their thinking. There are many options for using this strategy and it works with a variety of sources. Divide the paper in half vertically. At the top of one column students write "I understand that..." and at the top of the other column they write, "I think this because the text says..." A graphic organizer can be utilized to help students organize and identify how they formed their inferences, like this one: Inference Prompt/ Question Answer Quote/ Evidence from the text.

**-A plot diagram** can be used to help students visualize how the events unfold and analyze the text. Using the plot diagram, the students/class records events on a plot diagram. In doing so, students can better understand the order of events and significance of each event/the impact each has.

**-Character Grid** After reading a short piece of fiction, students complete a characterization chart or another graphic organizer in which character traits are identified at different points in the text. Students are asked to find character traits, drawing inferences and citing textual evidence based on what the character says and thinks, how the character looks, what the character does, and what others in the story say and think about the character. When finished, students will need to review the information holistically to determine the character's relationship to the theme of the story and what the events and dialogue about and from the character revealed about him or her. This could easily be done in Google Slides and submitted through Google Classroom.

## Standardized Test Sample Question Stems

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

### RL.7.3 (Prior Grade Standard)

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

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

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 8

<p><b>RL. 8. 4</b></p>	<p><b>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.</b></p>	<p><b><u>Essential Understanding</u></b>          -Interpret words and phrases          -Determine figurative and connotative word meanings in a text          -Identify analogies and allusions          -Analyze and understand how word choice (diction), figurative language, connotations, and allusions or analogies to other texts impact meaning, mood and tone  <b><u>*Extended Understanding</u></b>          -Identify and understand elements of language/rhetoric</p>	<p><b><u>Academic Vocabulary/Language</u></b>          -allusion          -analogy          -analyze          -connotation/denotation          -diction          -figurative language          (See your adopted textbook's glossary for grade-level appropriate figurative language devices or <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a>.)          -phrases          -meaning          -mood          -tone</p>
<p><b>CCR Anchor:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>          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 impact of diction, analogy, and allusion on meaning, mood and tone.</p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>          The student can identify words and phrases that have connotative and figurative meaning used in a text.          The student can identify intertextual diction, analogies, and allusions.          The student can identify mood and tone in a text.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b>          The student can determine, interpret, clarify, or verify the figurative, literal, and connotative meanings of words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.          The student can interpret the meaning of intertextual diction, analogies, and allusions.</p>		
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## 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 mood to the text? Give an example.
- What types of analogies are used in the text? What effect do they have on the reader? What effect do they have on tone?
- How does the figurative language in verse 4 cause a shift in the tone of the dirge?

## Ohio’s Learning Standards Appendices Support

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

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

**Allusions in Text** This activity helps students recognize how an author uses allusion to add depth to a text. Students identify allusions within any text and research the allusions as a group in order to gain a greater understanding for the text, itself. Each group shares their new insights to the text based on the research they found. Students may need help figuring out exactly the literary piece that is being alluded to in the section of text. The teacher can directly state this the first time but should get students to draw conclusions based on hints or even leading questions (think Socrates’ original method).

## Standardized Test Sample Question Stems

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

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

- A. It shows Alice’s ability to adapt to a new environment.
- B. It emphasizes the confusion that Alice feels about the Queen’s words.

- C. It highlights Alice’s excitement about speaking with the Queen.
- D. It creates a sense of surprise because of Alice’s reaction to the Queen.

### RL.7.4 (Prior Grade Standard)

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

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

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



# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Literature, Grade 8

<p><b>RL. 8. 5</b></p>	<p><b>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</b></p>	<p><b>Essential Understanding</b>          -Identify, understand, and compare/contrast the structures/forms of dramas, poems, and prose texts          -Identify the style of a text          -Determine the meaning of a text          -Understand and analyze how dramatic, poetic, and prose structure contributes to meaning and style in comparable texts  <b>*Extended Understanding</b>          -Close reading</p>	<p><b>Academic Vocabulary/Language</b>          -analyze          -compare/contrast          -contribute          -drama, prose, and poetry structures and forms (aside, scene, verse, line, soliloquy, stanza types, flashback, lyric-elegy, ode, sonnet; narrative-epic, ballad; dramatic, etc.)          -style</p>
<p><b>CCR Anchor:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can compare and contrast the structure of two or more texts.</b>  <b>The student can analyze how the structure of a text contributes to its meaning and style.</b>  <b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can identify varied poetic, dramatic, and prose forms and structures, as well as varied styles.</b>  <b><u>Underpinning Reasoning Learning Targets:</u></b>  <b>The student can determine the meaning and style of a drama or poem.</b></p>		
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>			
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## Question Ideas

What poetic form (lyric, narrative, or dramatic) is used in this poem? How does that form affect meaning?

Why did the author choose a narrative structure for this poem? How does that structure affect the meaning of the poem?

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

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

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

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

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

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

## Ohio's Learning Standards Appendices Support

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

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

**Central Question** Students are given a collection of texts in the same thematic literature unit; the theme should not be given by the teacher. They could be given poems, short stories, a novel, etc. Students compare and analyze the structures of each text and how each text relates to them commonly to determine the theme in the unit. Students participate in an online discussion post to dialogue on how the theme of each work relates to the theme of the unit.

**Historical Integration** The idea that history is often the fiction of the powerful will build a lesson to teach perspective. Use primary sources from one side of the incident to show how the history of an event was written. Compare the primary sources to other side of the incident and how their history recorded the same incident. Using literature from the American Civil War from the North and South, using literature from either side of the civil rights movement, or using literature from political debates could allow for understanding of the importance of the concept. Students create and publish a project on The History Project site.

## Standardized Test Sample Question Stems

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

A. Passage 2 ends by foreshadowing what will happen next.

B. Passage 2 builds toward a climax as the story progresses.

C. Passage 2 describes the characters' thoughts and actions in between dialogue.

D. Passage 2 introduces the main character's conflict before anything else occurs.

### RL.7.5 (Prior Grade Standard)

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

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

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 8

<div style="border: 2px solid #800000; border-radius: 15px; padding: 10px; display: inline-block;"> <b>RL. 8. 6</b> </div>	<p><b>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 effects such as suspense or humor.</b></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>-Identify point of view</li> <li>-Identify perspective</li> <li>-Identify dramatic irony</li> <li>-Understand and explain how the points of view and perspective of characters and the audience/reader differ</li> <li>-Determine the effect of differing points of view and perspectives</li> <li>-Analyze how suspense and humor is created through differing points of view</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <ul style="list-style-type: none"> <li>-analyze</li> <li>-character</li> <li>-contrast</li> <li>-dramatic irony</li> <li>-humor</li> <li>-perspective (A position from which something is considered or evaluated)</li> <li>-point of view (first, second, third, objective, subjective, omniscient, limited omniscient, etc.)</li> <li>-suspense</li> </ul>
<p><b>CCR Anchor:</b> Assess how point of view or purpose shapes the content and style of a text.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can analyze how differences in points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create suspense, humor, or other effects in a text.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can identify contrasting points of view of the characters in a text and audience/reader of a text.</b></p> <p><b>The student can identify contrasting perspectives of the characters in a text and audience/reader of a text.</b></p> <p><b>The student can recognize diverse effects of contrasting viewpoints/perspectives, such as humor and suspense.</b></p> <p><b>The student can identify and understand dramatic irony.</b></p>		
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## Question Ideas

- From whose point of view is the text written? Who is speaking? To whom?
- How does the use of dramatic irony affect the text? How does the author create humor/suspense in the text?
- How does the audience's point of view differ from the \_\_\_\_\_ character's point of view? How do you know they differ?
- How does the author develop the differing perspectives? What strategies does he use?
- How is the narrator's/character's objective/subjective point of view developed?
- Why is this work suspenseful? What do you, the reader, know that the main character does not?
- How do the perspectives of differing characters affect the audience? What does the audience know that the character does not?
- What details from the text help create suspense? How does point of view intensify the suspense?

## 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

**Perspective Creative Writing** After the completion of a text (e.g., Edgar Allen Poe's "The Tell-Tale Heart"), students will be asked to tell the events of the story through the eyes of two or more characters with very different perspectives. Students will be asked to pay attention to specific details that are different for each character, based on the perspective the character holds. At the end of the activity, students will have completed 2-3 short writing assignments in which the same story is told, but various details will be different.

**Perspective vs. Point-of-View** After an introductory lesson on point of view, teachers will introduce a scenario, usually a picture or short video of an incident that has occurred (i.e., the scene of a car accident or a fight in the school hallway), for students to understand perspective. Students are to pick multiple perspectives from individuals within the scene and write from their perspective of what happened. Students should understand that everyone has a different perspective based on their thoughts, feelings, and background knowledge of the situation. Lastly, students are to use a Venn diagram to compare and contrast point of view and perspective to assess for understanding.

## Standardized Test Sample Question Stems

- How does the difference between Alice's point of view and the Queen's in paragraphs 24–25 affect the passage?
- A. It highlights the Queen's authority over Alice. C. It explains why Alice is nervous about her situation.
- B. It emphasizes the humor created by Alice's bewilderment. D. It creates a sense of distrust between the Queen and Alice.

### RL.7.6 (Prior Grade Standard)

Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.

### RL.9-10.6 (Future 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, Grade 8

<p><b>RL. 8. 7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p><b>Essential Understanding</b>            -Reading, viewing, and listening comprehension            -Compare and contrast a print text to an audio-visual version of the text            -Recognize and evaluate choices directors and actors make            -Analyze and evaluate how and why an audio-visual version of a text compares/contrasts to the print version</p>	<p><b>Academic Vocabulary/Language</b>            -analyze            -compare/contrast            -depart            -director            -drama conventions (fourth wall, aside, soliloquy, etc.)            -evaluate            -extent            -integrate            -production            -script            -stays faithful            -video techniques (pan, track, boom, close-up, medium shot, long shot, etc.)</p>
<p><b>CCR Anchor:</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p><b>*Extended Understanding</b>            -Acting and directing Skills</p>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>            The student can analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.            The student can evaluate the choices made by the director or actors in a filmed or live version of a text to depart from or stay faithful to the text.</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 similarities and differences between a written text or script and its filmed or live version by noting actor and director choices.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b>            The student can compare and contrast a written text or script to its filmed or live version.            The student can evaluate the outcome/impact of choices made by directors and actors in a filmed or live version of a text or script.</p>	

## Question Ideas

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

Explain why the director shot all of scene three in low lighting? How does that compare with the mood of scene three in your text? Did the director stay faithful to or depart from the mood of the textual scene?

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

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

List three similarities/differences between what you see and hear when reading the text to your perception of what you hear and watch in the audio/video/live version of the text. What director techniques were used to cause the similarities/differences?

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

## Ohio's Learning Standards Appendices Support

[Appendix B](#) *Grades 6-8 Text Exemplars*: An example of a media text included in the text exemplars is a site where Composer Mark Adamo details the process of adapting *Little Women* to operatic form: <http://www.markadamo.com/little-women/>.

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

**Story to Film T-Chart** Read and annotate a short story and film version of the same title using a T-chart graphic organizer. Using specific details from both texts students will –

- Describe the similarities and differences between the plot of the short story and the plot of the film version.
- Describe the similarities and differences between the way the characters are depicted in the short story and the way they are depicted in the film.
- Select one (1) scene from the short story and compare it to a scene from the film version and discuss how they are different and why.
- Analyze the production techniques used in the film version and discuss what effects those techniques create.
- Evaluate whether the production techniques improve upon or detract from the story.

**Film Venn Diagram** After completing a novel (e.g., *Life of Pi* by Yann Martel, *The Outsiders* by S.E. Hinton, *The Hunger Games* by Suzanne Collins), students will have the opportunity to view the film adaptation. Students will select four main elements from the novel/film and using a Venn diagram, compare and contrast the way in which the elements are portrayed in order to assess whether or not the director's choices add to or detract from the experience of the story.

### RL.7.7 (Prior Grade Standard)

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Literature, Grade 8

<p><b>RL. 8. 9</b></p>	<p><b>Analyze how a modern work of fiction 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.</b></p>	<p><b>Essential Understanding</b>  <b>-Understand and identify themes, patterns of events, and character types in myths, traditional stories, religious works, and modern texts</b>  <b>-Compare modern works through allusions to myths, traditional works, or religious works</b>  <b>-Analyze how themes, patterns of events, and character types from myths, traditional stories and religious works are rendered new in modern fiction</b></p>	<p><b>Academic Vocabulary/Language</b>          -analyze          -allude          -character types (tragic figure, hen-pecked husband, stock, wicked uncle, disguised twin, coming-of-age, etc.)          -compare          -fiction          -myth          -patterns of events          -religious          -rendered          -theme          -traditional          -The Bible          -<i>The Epic of Gilgamesh</i>          -rendered</p>
<p><b>CCR Anchor:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, or religious literary texts.</b>  <b>The student can analyze and describe how themes, patterns of events, and character types in myths, traditional stories, or religious literary texts are rendered new in modern texts.</b></p>		
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>  <b>(CAREER CONNECTIONS)</b></p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can identify and understand intertextual allusions, allusions to themes, patterns of events, and character types in myths, traditional stories, religious works, and modern texts.</b>  <b><u>Underpinning Reasoning Learning Targets:</u></b>  <b>The student can compare and contrast modern works with myths, traditional works, or religious works.</b></p>		

## Question Ideas

How do the two texts differ? How are they similar? How did the author allude to the same character types in the traditional story?

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

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

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

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

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

## Ohio's Learning Standards Appendices Support

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

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

**Mythology Foldable** Students read a myth and then read a chapter from any piece of literature by Rick Riordan (e.g., *The Lost Hero*, *Lightning Thief*, *The Blood Olympus*) or other authors that reference the characters from that myth and create a foldable. Students identify three different ways the newer piece of fiction is rendered new. The students should focus on themes, pattern of events, and character types.

**Nomenclature** Research the names and places in a popular piece of fiction (i.e., *Fahrenheit 451* by Ray Bradbury, *Divergent* by Veronica Roth, *The Hunger Games* by Suzanne Collins, or *Harry Potter* by J. K. Rowling), create a display of photographs, illustrations, or descriptions partnered with explanations of how the fictional version connects to the Biblical, traditional, and/or mythological reference, including how the original is revised in the newer piece.

### RL.7.9 (Prior Grade Standard)

**Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**

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

**Analyze how an author 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, Grade 8

<p><b>RL. 8. 10</b></p>	<p><b>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. 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.</b></p>	<p><b><u>Essential Understanding</u></b>  <b>-Demonstrate comprehension of grade-level, complex literary text</b>  <b>-Identify/evaluate text complexity</b>  <b>-Build background knowledge and activate prior knowledge to make vital connections to the text</b></p> <p><b><u>*Extended Understanding</u></b>  <b>-Demonstrate comprehension of above grade-level literary text without scaffolding</b></p>	<p><b><u>Academic Vocabulary/Language</u></b></p> <ul style="list-style-type: none"> <li>-comprehension</li> <li>-decoding</li> <li>-fluency</li> <li>-Lexile</li> <li>-literary text/literature</li> <li>-proficient</li> <li>-text complexity</li> <li>-scaffolding</li> <li>-background knowledge</li> <li>-prior knowledge</li> <li>-text-to-text connections</li> <li>-text-to-self connections</li> <li>-text-to-world connections</li> </ul>
<p><b>CCR Anchor:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>			

<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p><b>The student can independently read and comprehend complex literature at the eighth-grade level.</b></p> <p><b>The student can build background knowledge and activate prior knowledge to deepen understanding through text to-self, text-to-text, and text-to-world connections.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p><b>The student can identify grade-level texts.</b></p> <p><b>The student can identify texts on their reading level (i.e. Lexile level).</b></p> <p><b>The student can monitor his/her own comprehension.</b></p> <p><b>The student can make text-to-self, text-to-text and text-to-world connections independently.</b></p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <p><b>The student can comprehend literary text in the 6-8 complexity band, without scaffolding.</b></p>
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>  <b>(CAREER CONNECTIONS)</b></p>	

## Question Ideas

How should you choose which literary texts to read?

What strategies should you use to comprehend a complex text?

What procedures/scaffolding can you use to help read and comprehend a text at the high end of the 6-8 text complexity band or at a level above your Lexile score?

What is your Lexile level? What is the Lexile level of this text? What reading comprehension strategies will you use to be sure you can read and comprehend this text?

Apply the four steps of text complexity to determine if this is an appropriate text for you. Use the Text Complexity Analysis Sheet or Text Complexity Bookmark to assist you.

How do you monitor your own comprehension as you read?

What steps are involved in close reading of a text?

What text-to-self connections can you make with this text?

How does this text connect to other text?

Why is it important to connect this text to the world around you?

## 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

**Marking Strategy** Self-annotating becomes a "marking strategy" that forces active learning.

- **Basic:** Provide students with a list of annotated cues, keys or codes (e.g. ? – question, P – prediction, TS – Text to Self-connection).
- **Extended:** Students will devise a self-annotated guide (encourage students to use their creativity).

**Literacy Memoir/Portfolio** Students develop an individual Literacy Memoir/Portfolio with consideration given to range of reading and level of text complexity. For example, each student starts with an honest assessment of his or her personal literacy experience. Then, as the student progresses through school texts and personal texts, he or she strives to include more types of texts (classic novels, visual texts, blogs, etc.).

### RL.7.10 (Prior Grade Standard)

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.

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

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