

Vertical Progression:

5th Grade	RL 5.9 Explain how a series of chapters, scenes, or stanzas, fits together to provide the overall structure of a particular story, drama, or poem.
6th Grade	RL 6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
7th Grade	RL 7.9 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.
8th Grade	RL 8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the materials is rendered new.

Students will demonstrate command of the Standard by:

- Distinguishing between historical fiction and historical accounts
- Identifying the historical event in terms of time, place, and/or character
- Identifying how the author uses or alters history to write a fictional portrayal
- Comparing and contrasting the historical events as they were portrayed in the fictional story to the historical account of the same event
- Notice the similarities and differences between historical fiction and a factual text
- Look for clues that explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story

Vocabulary:

- | | | |
|-------------|--------------|-------------|
| • Account | • Contrast | • Place |
| • Alter | • Fiction | • Portrayal |
| • Author | • Fictional | • Time |
| • Character | • Historical | |
| • Compare | • Period | |

Question Stems:

- How does the author use/alter history to _____?
- Why did the author make the decision to alter history/historical facts?

- How are historical events and the fictional event the same and/ or different?
- How does the author’s portrayal of the character compare to historical accounts?
- What could the author have done to provide a more accurate portrayal of the time period/place?
- How are ____ (title) and ____ (title) alike and different in their portrayal of ____ (time period)? Use examples from both texts in your comparison.
- How are ____ (title) and ____ (title) alike and different in their portrayal of ____ (person)? Use examples from both texts in your comparison.
- After reading fictional and historical accounts of ____ (time period), explain how the author of the fictional account uses or alters history. Use examples from both texts in your explanation.

PARCC Evidence Statement:

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

Sample Instructional/Assessment Tasks:

1. **PARCC** RL.9 currently does not appear on any PARCC sample assessments or in the 2015 or 2016 PARCC Released items. This does not mean it is not assessed, but only that no items have been released.
2. **Achieve the Core – [Grade 7 Mini-Assessment: Paired Texts](#)**
 - ◆ **Question 10** ([link](#)) **Passage** ([link](#))
Reread paragraph 1, below, from Text 1.

When Spanish explorers first reached the desert Southwest in 1539, they were welcomed peacefully by the pueblo Indians calling themselves Hopituh Shi-nu-mu, which means “the peaceable people” or just “the People.” But by 1675, the time of this story, the People, known as Hopi to outsiders, has come to resent the intrusion of the Spanish settlers and governor, and even more strongly, of the missionaries, or Black Robes, who tried to impose a new religion and language. The Spanish were often brutal, but they had also introduced new plants for cultivation, such as watermelon, called *kawayvatnga* in Hopi. Eventually, the People outlawed even the black robes garden seeds in the effort to reject the new ways.

Above, circle **two** details that help readers better understand why the author had the characters in Text 2 dislike the Spanish.

Possible Correct Answers:

- “who tried to impose a new religion and language” Rationale: The Spanish forced the Hopi to change their religion and language, disregarding the Hopi’s customs.
- “The Spanish were often brutal” Rationale: The Spanish treated the Hopi cruelly.

- ◆ **Question 11** ([link](#)) **Passage** ([link](#))

In Text 2, Moki is shown two visions for the future of the Hopi people. Explain Moki's two visions, and then tell how Text 1 provides information about the way each vision represented something that actually happened. Use details and information from both texts as you write your response.

Write your response in the lines below.

Your response will be scored on how well you:

- Demonstrate your understanding of the ideas of the text
- Use evidence from the text to help develop and support your ideas
- Organize your response in a logical manner
- Demonstrate an appropriate writing style through the use of precise word choice and varied sentences
- Use standard conventions for writing

Top Scores:

A top score will include: An explanation of Moki's two visions, including:

Vision 1

- The Hopi and Spanish live together peacefully.
- Text 1 support: an uneasy peace lasted for several more years

Vision 2

- If peace cannot be, the People will move to the mesa top.
- Text 2 support: The People eventually moved to the mesa top, where they live to this day.