

### Vertical Progression:

<b>6<sup>th</sup> Grade</b>	<p><b>RL 6.9</b> 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.</p>
<b>7<sup>th</sup> Grade</b>	<p><b>RL 7.9</b> 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.</p>
<b>8<sup>th</sup> Grade</b>	<p><b>RL 8.9</b> 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.</p>
<b>9<sup>th</sup> - 10<sup>th</sup> Grade</b>	<p><b>RL 9-10.9</b> Analyze how an author draws on 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).</p>

### Students will demonstrate command of the Standard by:

- Evaluating characters within a work.
- Evaluating patterns that emerge from traditional stories.
- Describing how and why authors changed traditional stories in works.
- Describing characteristics of archetypes
- Evaluating how characters meet criteria for archetypes or fall short of the archetype

### Vocabulary:

- |             |             |               |
|-------------|-------------|---------------|
| • Analyze   | • Myth      | • Theme       |
| • Character | • Religious | • Traditional |
| • Fiction   | • Render    |               |
| • Modern    | • Story     |               |

### Question Stems:

- How does \_\_\_\_\_ (a modern work of fiction) draw upon \_\_\_\_\_ (a myth or traditional story)? What does the author do to render the material new? Use examples from both works to support your analysis.
- How does \_\_\_\_\_ (a modern work of fiction) draw upon the themes expressed in \_\_\_\_\_ (a myth or traditional story)? What does the author do to render the material new? Use examples from both works to support your analysis.

- How does \_\_\_\_\_ (a modern work of fiction) draw upon the pattern of events presented in \_\_\_\_\_ (a myth or traditional story)? What does the author do to render the material new? Use examples from both works to support your analysis.
- How does \_\_\_\_\_ (a modern work of fiction) draw upon the character types presented in \_\_\_\_\_ (a myth or traditional story)? What does the author do to render the material new? Use examples from both to support your analysis.

#### PARCC Evidence Statement:

- Provides an analysis of how a modern work of fiction draws on themes, patterns of events, and/or character types, including describing how the material is rendered new.

#### 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 8 Literature Mini-Assessment](#)
  - ◆ **Question 11** ([link](#))      **Passage** ([link](#))

Langston Hughes cited Walt Whitman as one of his greatest influences, and some believe that Hughes wrote “I, Too, Sing America” in response to Whitman’s “I Hear America Singing.” Using textual evidence from both poems to support your answer, describe how Hughes’s poem builds on Whitman’s poem. Consider aspects such as structure, theme, word choice, etc., as your craft your response.

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

**Correct Answer:** Top-Score Response would address some or all of the following ideas:

How Hughes’s description of separation/exclusion (“I am the darker brother,” “They send me to eat in the kitchen,” “They’ll see how beautiful I am/And be ashamed—”) shows a different perspective/side of life than Whitman’s description of equality/inclusion (“I hear America singing, the varied carols I hear,” “Each singing what belongs to him or her and to none else”).

#### AND/OR

How Whitman’s idea of diversity in America (all the people’s different careers— “mechanics,” “carpenter,” “shoemaker,” etc.) attempts to address all citizens collectively, while Hughes’s poem instead shows the divisions among race/class, as Hughes’s speaker is

likely a worker/servant in a higher-class household (“They send me to eat in the kitchen/When company comes,”).

**AND/OR**

How Whitman’s speaker shows people who have arrived at the American dream (all characters “Singing with open mouths their strong melodious songs”), while Hughes’s speaker shows people who struggle to be included in this dream (“They’ll see how beautiful I am/And be ashamed”) and whose singing does not seem to be acknowledged (“I, too, am America”).

**AND/OR**

How both authors use free verse structure to share different perspectives of the freedoms Americans experience.

3. **Achieve the Core – [Grade 8 Literature Mini-Assessment](#)**

◆ **Question 7** ([link](#))      **Passage** ([link](#))

In what three ways does this poem challenge or disagree with the idea that to die for your country is a noble thing to do?

- A. It treats the outcome of a battle as less important than soldiers’ experiences.
- B. It shows the pain soldiers feel when society does not appreciate their sacrifices.
- C. It portrays soldiers as essentially powerless.
- D. It suggests that men are forced to become soldiers against their will.
- E. It implies that soldiers who are truly brave do not care about making sacrifices.
- F. It establishes that the ancient Romans were the last true soldiers.
- G. It denies the possibility of soldiers dying with dignity.

**Correct Answer: A, C, G**