

Office of Teaching and Learning - Literacy

Literacy Extension in Grades 3-12

Tiered Assignment Protocol

This resource is designed for teachers and instructional leaders who are planning or facilitating lessons using high-quality instructional materials to extend and deepen learning for advanced students while addressing diverse readiness levels within a shared learning goal. It supports intentional planning that ensures all students, especially those who have already demonstrated proficiency, continue to engage in meaningful challenge and growth. The protocol can be used during collaborative planning sessions to create extension pathways within both the core instructional block and intervention block, guided by student data, classroom observations, formative assessments, and the structures and supports provided by HQIM.

What are Tiered Assignments?

Tiered assignments are planned pathways for students to **reach the same learning goal at different levels of challenge**. These assignments are not about giving repetitive work to advanced learners who have already met mastery of a standard. They are about providing deeper work that promotes critical and creative thinking. Tiered assignments:

- Keep all students focused on the same essential concept or skill.
- Offer multiple ways to access, process, and show understanding of the same content.
- Provide the right level of challenge for each learner based on readiness.
- Encourage higher-order thinking, problem-solving, and application for advanced learners.
- Align with Scarborough's Reading Rope by deepening language comprehension and reasoning.

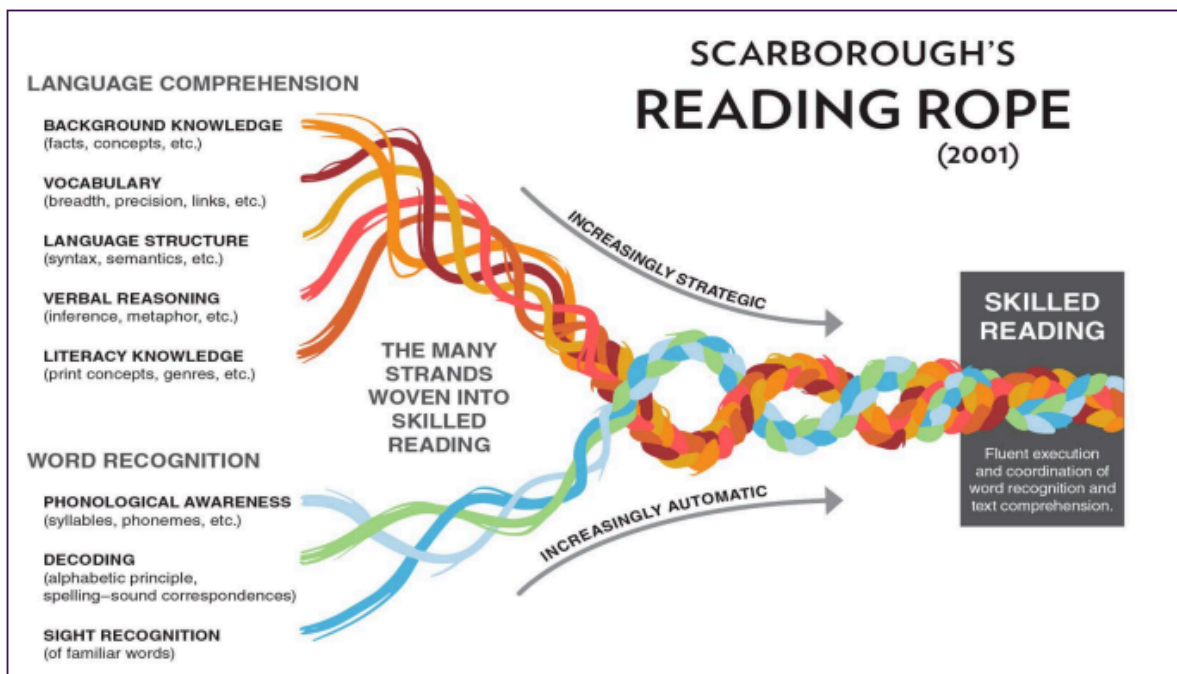
Student Outcomes

When advanced learners engage in tiered assignments, they should:

1. **Think deeply** about ideas and connect them to bigger concepts.
2. **Use advanced vocabulary and reasoning** to explain and defend ideas.
3. **Work independently and collaboratively** with purpose and confidence.
4. **Transfer learning** by applying it to new or authentic contexts.
5. **Stay motivated** through meaningful, challenging, and engaging work.

Connection to the Reading Rope

Tiered assignments strengthen the **language comprehension** strands that lead to skilled reading and complex understanding. They move students from simply understanding texts to analyzing, evaluating, and creating new meaning.



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice.

Reading Rope Strand	Access for All Students	Extensions for Advanced
Background Knowledge	Build understanding of the topic	Research deeper, compare viewpoints, or make interdisciplinary links
Vocabulary	Use context and morphology to determine meanings of words	Analyze how author's word choice, tone, and connotation affect meaning or mood
Language Structure	Notice sentence and various text structures	Examine syntax, figurative language, and rhetorical devices
Verbal Reasoning	Make text based inferences with relevant evidence	Evaluate multiple interpretations and defend claims with evidence
Literacy Knowledge	Recognize genre and text features	Compare how genres communicate similar ideas differently

Tiered Assignments Process

Step 1: Identify the Core Learning Objective

Using phase one of the [ELA lesson preparation protocol](#), determine the purpose of each activity, as well as the knowledge and skills necessary to **set a daily learning objective through lesson preparation**.

Step 2: Determine the Lesson Assessment

Using phase one of the [ELA lesson preparation protocol](#), determine how you will **assess mastery of the lesson learning objective** and create exemplars if needed.

Step 3: Tier the Assignment through Content, Process, and Outcome

All students complete **the same essential assignment**, but the **content, process, or outcome** is adjusted to match readiness and push thinking further. Lessons can be adjusted for one or more, but do not need to incorporate all three. Be sure to keep the goal consistent. The difference is in how deeply and independently students explore it.

Content

In addition to the HQIM concept and materials, teachers can adjust the complexity, abstraction, or perspective of the materials.

Teacher Options for Differentiating Content:

- Use challenging text sets aligned to the unit to promote a volume of reading. (e.g., ELA Guidebooks Knowledge Packs)
- Add multiple or conflicting viewpoints.
- Integrate background research, history, or real-world context.
- Embed more advanced vocabulary and academic language.
- Offer open-ended or abstract questions that require reasoning.
- Include primary sources or independent readings that connect ideas.

Example:

All students study “freedom” as a theme.

Advanced learners analyze legal texts that investigate the limits of freedom, such as excerpts from political theory, landmark legislation, or historical debates about civil liberties, to explore how freedom is defined, restricted, or expanded in different contexts.

 Process

This involves varying the way students think about and engage with the learning goal. For advanced learners, increase complexity, independence, and reasoning.

Teacher Options for Differentiating Process:

- Ask students to generate their own questions or hypotheses.
- Include opportunities for independent inquiry or debate.
- Require analysis across multiple sources or perspectives.
- Shift from teacher-led to student-led discussion or problem solving.
- Use Socratic seminars, case studies, or inquiry projects.
- Incorporate peer feedback and reflection to deepen thinking.
- Encourage reasoning through “why” and “how” questions.

Example:

All students discuss how character choices reveal themes.

Advanced learners design and lead their own discussion comparing how that theme applies to modern life.

 Outcome

This is the change in how students demonstrate understanding by raising the level of abstraction, creativity, or real-world relevance.

Teacher Options for Differentiating Outcome:

- Give product options (essay, video, podcast, debate, or infographic).
- Ask students to apply the concept to a real-world issue.
- Require synthesis across sources or subjects.
- Have students use research or evidence they select themselves.
- Include authentic audiences (peers, community, experts).
- Encourage reflection — *What new questions did this raise for you?*
- Require evaluation of ideas, solutions, or perspectives.

Example:

All students write about the theme.

Advanced learners create an editorial or presentation connecting that theme to a modern social issue.

Classroom Tiered Assignments in Action

Core Instruction Block

Tiered extensions are designed to happen **within the flow of core instruction, not in place of it**. All students work with the **same core texts, questions, and learning goals at the same time**. The difference is that students who have already demonstrated readiness for more complexity receive a **slightly elevated version of the task**, not an entirely separate lesson. While most students are engaging with the primary reading and answering the core questions, advanced learners might analyze an additional short excerpt, respond to a more open-ended prompt, or engage in deeper evidence-based reasoning. This allows them to stretch their thinking without losing the shared learning experience or pacing of the class. The teacher introduces the extension once, typically during the task launch, so students can self-sustain while the teacher facilitates, monitors, and supports all learners. The result is one unified classroom learning experience with strategic adjustments that increase challenge, not workload or instructional disruption. Below you will find tiered assignment models utilizing core lessons from grades 4-5. **Additional models for grades 6-9 can be found in [Appendix I](#).**

ELA Guidebooks Grade 4	Unit: American Revolution	Section 2, Lesson 3
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Step 1: Identify the Objective

The American Revolution. Grade 4. Section 2. Lesson 3
Description
In this lesson, students read sections “The Trouble with Taxes” and “The Tempest over Tea” <i>George vs George: The American Revolution as seen from Both Sides</i> by Rosalyn Schanzer, and discuss how tension rises before the start of the American Revolution. Students will also read sections “Rally, Mohawks!” and “Blows Must Decide” from <i>Liberty! How the Revolutionary War Began</i> by Lucille Recht Penner to build on this knowledge.
Look Fors
- Can students explain the rising tensions between the colonists and King George? - Can students determine central ideas of a text by analyzing how the details and the development of ideas and information contribute to their understanding of the implied meaning of the text?

Objective: Students will be able to explain the rising tensions between the colonists and King George by identifying the central ideas in the assigned sections of *George vs. George* and *Liberty!* and locating key details that show how these ideas develop and reveal the texts’ implied meanings.

Step 2: Determine the Assessment

Assessment: Activity 8

Questions:

1. Why were some colonists upset about the taxes?
2. What disagreements did some of the colonists have with the British Parliament?

Exemplar:

1. Why were some colonists upset about the taxes?

Some colonists were upset about the taxes because the tea they were told to buy was very expensive. The texts explain that the Tea Act forced them to buy tea only from the East India Company, even though they knew they could get cheaper tea from other places. This made the colonists feel frustrated and unfairly treated.

2. What disagreements did some of the colonists have with the British Parliament?

The colonists disagreed with the British Parliament because they still did not have any representation. Parliament made laws and taxes for the colonies without allowing the colonists to have a voice or a representative to speak for them. The colonists felt this was unfair and believed they should have a say in decisions that affected their lives.

Student

Review the excerpts you read today.

As you review the text, **locate details and ideas that explain colonial taxes and acts.**

- What was the purpose of the act?
- Why was the act imposed?
- How did the **colonists react?**

Using these details and ideas, fill in your Colonial Taxes and Acts chart.

Consider the following questions as you fill in your chart.

1. **Why were some colonists upset about the taxes?** Use evidence from the texts.
2. **What disagreements did some of the colonists have with the British Parliament?**

Step 3: Tier the Assignment

This Lesson will be Tiered for Extension by:

- ☐  Content
- ☐  Process
- ☒  Outcome

Outcome: In addition to explaining why the colonists were upset about the taxes and identifying their disagreements with Parliament, students will extend their thinking by **using the same information to compare** the colonists' point of view with Parliament's point of view and explain how these differences increased tensions before the American Revolution. This adds depth to the original question without changing it, but requires students to analyze both perspectives in a more complex way.

- **Advanced Question:** After reading the excerpts from *George vs. George and Liberty!*, write a paragraph explaining why some colonists were upset about the taxes and what disagreements they had with the British Parliament. As you explain, compare the colonists' point of view with Parliament's

point of view and describe how these differences made tensions rise before the American Revolution. Use evidence from the texts..

- **Advanced Exemplar:** Some colonists were upset about the taxes because they had to pay more for tea and other goods, and had no representation in Parliament. They disagreed with Parliament because they felt it was unfair for a government they did not vote for to make laws that affected them. Parliament, however, believed it had the right to make laws for the colonies and thought the taxes were a fair way to pay for the war. By comparing these points of view, it is clear that the colonists wanted a voice in their government while Parliament wanted control. These differences caused tension to grow with each new law and helped lead to the American Revolution.

ELA Guidebooks Grade 5	Unit: The Lion, The Witch, and The Wardrobe	Section 4, Lesson 4
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Step 1: Identify the Objective

The Lion, the Witch, and the Wardrobe. Grade 5. Section 4. Lesson 4	
Description	
In this lesson, students will read and react to Chapter 10 of <i>The Lion, the Witch, and the Wardrobe</i> . Students will continue to use the analyzing symbolism tool to deepen understanding about each sibling and their gifts.	
Look Fors	
• Can students describe the reason why Father Christmas gave each sibling their particular gift? • Can students gather and organize evidence to demonstrate their understanding about the symbolism shown in the gifts?	

Objective: Students will be able to explain why Father Christmas gave each sibling their particular gift in *The Lion, the Witch, and the Wardrobe* and gather and organize evidence to analyze the symbolism of each gift in a written single-paragraph outline response.

Step 2: Determine the Assessment

Assessment: Activity 5

Question:

Why did Father Christmas give each sibling the gifts they received?

Exemplar:

Father Christmas gifted each of the siblings with something that symbolized their character. Peter received a sword and shield because he's the leader of the family and will need to be a leader in the upcoming battle. Since she is motherly and a helper to her siblings, Susan received a bow and arrow and a horn, so she can protect herself and call for help during the battle. Lucy, the fearless yet ever-concerned sibling, received a magic cordial and dagger to heal others and to protect herself. Each of the siblings received a gift from Father Christmas that helped to reveal more about their character.

Student

Generate an SPO based on the topic below, then convert it into a paragraph. Record your response on your TWR - Single-Paragraph Outline tool.

Topic: Why did Father Christmas give each sibling the gift they received?

T.S. _____

1.

2.

3.

C.S. _____

Step 3: Tier the Assignment

This Lesson will be Tiered for Extension by:

- ☒  Content
- ☒  Process
- ☐  Outcome

Content: Students use evidence from earlier chapters that reveal Peter, Susan, and Lucy's personalities and motivations. This allows students to make stronger symbolism claims because they connect Father Christmas's gifts to patterns of behavior across the novel, not just the gift scene. This can be done through the use of the Character Analysis Tool.

Process: In activity 4, the jigsaw now centers on the Character Analysis Tool, and students develop two different types of expertise before coming together to synthesize symbolism. Certain expert groups analyze only earlier chapters, using their previously collected traits and evidence to identify consistent patterns in each sibling's character development. Other expert groups analyze only Chapter 10, examining the gift Father Christmas gives, the character's reaction, and the symbolic meaning shown in the moment. This redesigned process shifts the jigsaw from simply "comparing chapters" to **analyzing character development across the novel and using evidence from multiple points in the text to justify symbolism**. By requiring students to synthesize traits from earlier chapters with symbolic meaning in Chapter 10, the process strengthens the reasoning and evidence quality students bring into the Activity 5 SPO and final paragraph.

Intervention Block

During intervention, proficient students can extend their learning in two ways: by continuing their **daily lesson extension work** or by engaging in the **ELA Guidebooks Application Unit**. Both pathways maintain alignment with the core curriculum while offering appropriate challenge and depth. The **Application Unit** functions as a prolonged, project-based opportunity where students independently apply knowledge from the module through a process of **research, inquiry, and product creation**. It invites choice and ownership, allowing students to decide how to demonstrate understanding through written analysis, presentations, visuals, or multimedia products, while reinforcing key skills and essential questions from the unit. This dual-path approach ensures that intervention time remains purposeful and rigorous, giving advanced learners structured opportunities to extend their thinking, synthesize learning, and showcase mastery within the ELA Guidebooks framework. Application units can be accessed on the [Louisiana Curriculum Hub](#) by selecting the grade level, application unit, and materials. Below you will see an example of an application task within the grade nine unit: Romeo and Juliet.



Application
Student-selected task



Materials

Application Task Options: 9D4 - Romeo and Juliet

Central question: How can adaptations or reproductions enhance or detract from the theme of a text?

Possible topics:

- Explore Shakespeare's influence on one area of our culture: literature, music, language, art.
- Explore psychological theories related to either love or hate.
- Explore a famous family feud (e.g. Hatfield-McCoy feud, Sutton-Taylor feud).
- Read another play and view the film version. Compare and contrast the development of themes.
- Explore an aspect of the filmmaking process.
- Other: _____

Possible products:

- Create a multimedia presentation that highlights Shakespeare's influence on one aspect of culture.
- Write an analytical essay that applies a psychological theory of love or hate to the events in *Romeo and Juliet*.
- Create and publish a narrative that uses a famous family feud as the backdrop for the story.
- After reading a play, view the film version. Write an analytical essay that compares and contrasts the development of themes in both.
- Focus on a specific part of the filmmaking process (lighting, editing, special effects) and create a short film that showcases this aspect of filmmaking.
- Other: _____

References

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Appendix I: Additional Models

Appendix I includes examples that model the **tiered assignments protocol** teachers can use to extend core ELA Guidebooks lessons in Grades 6–9. Each example shows how to adjust or enhance a step in the instructional routine while staying aligned with the lesson objective. These models are designed to help teachers see what the process looks like in action and how small shifts in routine can increase rigor without changing the core assignment.

ELA Guidebooks Grade 6	Unit: Hatchet	Section 3, Lesson 3
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Step 1: Identify the Objective

Hatchet. Grade 6. Section 3. Lesson 3
Description
In this lesson, students read “What Would Peter Do” by Peter Kummerfeldt and consider how the hunter’s knowledge and mindset contributed to his success in the face of challenges and compare the challenges Brian and the hunter face and how each character responds. Students practice forming a cross-textual thesis statement and supporting it with evidence from the texts.
Look Fors
- Can students explain the similarities and differences in the challenges Brian and the hunter face and how each character responds? - Can students develop and clearly communicate claims that compare ideas or texts and represent valid, evidence-based analysis?

Objective: Students will be able to compare the challenges faced by Brian in *Hatchet* and the hunter in “What Would Peter Do,” explain how each character responds, and develop a clear cross-textual claim supported with relevant textual evidence that analyzes the similarities and differences in their approaches to survival.

Step 2: Determine the Assessment

Assessment: Activity 8

Question:

Compare the challenges Brian and the hunter face and how each character responds.

Exemplar:

Brian and the hunter face similar challenges, and they respond in the same ways. Both Brian and the hunter are unprepared to survive in the wilderness. Additionally, both characters understand that they need to calm themselves to make the best decisions for survival. In a similar way, Brian and the hunter are not prepared to spend an extended period of time in the wilderness. According to Hatchet, “He dug into his pockets and found the twenty-dollar bill in his wallet. Paper. Worthless paper out here. But if he could get a fire going...” (Paulsen 83). This evidence shows that Brian is not prepared with any emergency gear to help him build a fire. Likewise, the hunter does not bring emergency gear with him on his quick trip. This is seen in “What Would Peter Do?” when it says, “The weather as he left Portland on the drive into the Cascades was mild – he wouldn’t need much clothing. Since it was only going to be a short hunt and he would be home that night he didn’t need to take a lot of gear” (Kummerfeldt). This evidence shows that the hunter chose to go out into the wilderness unprepared because he thought he would be out there for just a quick time. Therefore, both Brian and the hunter find themselves in a difficult situation without the proper tools to help them to survive. In addition, Brian and the hunter realize that in order to make the best decisions to survive, they need to think with a calm mind. This idea is supported by Paulsen, when he says, “What makes fire? He thought back to school. To all those science classes. Had he ever learned what made a fire?” ...He shook his head, tried to focus his thoughts. What did it take? You have to have fuel, he thought - and he had that. The bark was fuel. Oxygen. There had to be air” (83). This evidence shows that Brian understands he needs to clear his head in order to be able to focus on any knowledge he has to help him in this situation. The hunter also stops to calm himself in order to think more clearly. In paragraph 5 of “What Would Peter Do”, it says, “Thirty minutes later his head had cleared and he began to reconstruct what had happened. How far had he actually traveled? What could he remember about the terrain features he had encountered as he tracked the elk? What other landmarks did he remember? It slowly came back to him and he drew a map in the snow based on his recollections and realized, in his flight through the forest, he had been running away from his truck not towards it!” (Kummerfeldt). This evidence shows the hunter remembered the advice to help himself calm down and stop panicking from the feeling of being lost. Once his head was clear, he was able to reorient himself. Without this short pause, Brian and the hunter could have caused more trouble for themselves if they acted in a state of fear.

Student

Review the prompt with the class.

Prompt:

- Compare the challenges Brian and the hunter face and how each character responds.

Use your outline in your learning log as you create your draft.

In your response, be sure to state your **claim clearly** and provide **supporting evidence** that develops your response in each paragraph. Ensure your evidence is cited correctly.

Example paragraph structure:

- Claim
- Supporting evidence #1
- Explanation of evidence
- Supporting evidence #2
- Explanation of evidence
- Concluding statement

Step 3: Tier the Assignment

This Lesson will be Tiered for Extension by:

- ☐  Content
- ☒  Process
- ☒  Outcome

Process: In activity 5, students deepen their comparison work by first collecting the challenges each character faces and categorizing them by type (environmental, physical, or mindset-based). After identifying the challenge type, students examine and record each character’s reaction, noting whether the response shows panic, calm reasoning, or use of prior knowledge. This structured approach helps students move beyond surface-level similarities and prepares them to evaluate the effectiveness of each character’s response.

Outcome: After completing the core comparison writing, students have the opportunity to extend their thinking by creating their own brief claim about which character survived more effectively and selecting one strong piece of evidence to justify their position. Students then participate in a “tug of war” as an early finisher, posting their claim-and-evidence cards under either Brian or the hunter. Classmates review the posted justifications and vote on which argument is the most convincing by placing a sticker next to their peer’s work. This outcome allows students to build and defend an evaluative claim, an important contrast opportunity when their written comparison highlights many similarities.

ELA Guidebooks Grade 7	Unit: Fever 1793	Section 5, Lesson 3
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Step 1: Identify the Objective

Fever 1793. Grade 7. Section 5. Lesson 3
Description
In this lesson, students will read Chapters Twenty-five through Twenty-seven of <i>Fever 1793</i> . Students will identify how Laurie Halse Anderson uses vivid and purposeful language to create shifts in tone and mood . Students will practice creating their own shifts in writing through the use of various transition words.
Look Fors
- Can students understand the meaning of Anderson's figurative language and how it connects to the tone? - Can students support their claims in writing using sufficient and relevant evidence?

Objective: Students will be able to analyze the meaning of Laurie Halse Anderson's figurative language in *Fever 1793* and explain how it contributes to the tone of the text, using relevant and sufficient textual evidence to support their written claims.

Step 2: Determine the Assessment

Assessment: Activity 9

Question:

In Chapters Twenty-five through Twenty-eight there is a shift in tone. What is the shift and how does it impact the meaning of the text?

Exemplar:

Throughout Chapters Twenty-five through Twenty-eight, there is a shift in the tone from one of despair to one of hope. In Chapter Twenty-five, the twin boys are sick with a fever, and Eliza is in despair. For example, Eliza cries, "I don't know what else to do," she whispered, "I promised their mother I wouldn't let them die" (206). Eliza no longer knows what she can do for the boys and feels hopeless as they are not getting better. In contrast, in Chapter Twenty-eight, the remaining citizens are celebrating, crying, "Huzzah! Huzzah! General George is back!" the crowd roared in approval" (231). With the cold returning and the fear of the fever gone, the president is returning to the city, and hope is renewed that life will return back to normal. The

Student
Read the question.
Question: In Chapters Twenty-five through Twenty-eight there is a shift in tone . What is the shift and how does it impact the meaning of the text?
In your learning log, create a paragraph that answers the question.
As you draft your paragraph, make sure you include a claim in your topic sentence and that your paragraph develops the claim with supporting evidence. Use subordinating conjunctions , transition words and phrases, and prepositions in your draft to enhance the details and style of your writing.

reader is able to identify the shift in tone from hopelessness to hopefulness now that the fever is gone, and life can resume

Step 3: Tier the Assignment

This Lesson will be Tiered for Extension by:

- ☐  Content
- ☒  Process
- ☐  Outcome

Process: As students read Chapters Twenty-five through Twenty-eight in activity 3, they extend the process by **creating a visual tone spectrum** to track how the tone moves from despair to hope. While annotating, students place quick notes, phrases, or page numbers along a horizontal line ranging from deep despair on one end to strong hope on the other. Each point plotted reflects a moment, or event, where Anderson’s language, imagery, or character actions reveal a tonal shift. Once the spectrum is complete, students review it to identify the lowest point of despair, the highest point of hope, and the moment where the tone begins to rise. This visual mapping supports a deeper understanding of how the tone evolves throughout the chapters and helps students select precise evidence and explain the tonal shift more clearly in their Activity 9 written response.

Step 1: Identify the Objective

Freak the Mighty. Grade 8. Section 4. Lesson 3
Description
In this lesson, students read Chapter 15 and the beginning of Chapter 16 of <i>Freak the Mighty</i> and explain how the author's word choice, description, and figurative language create a shift in mood. Students also continue to analyze a theme that the author develops about storytelling in the text.
Look Fors
- Can students explain what conflict happens for Max at the end of Chapter 15? - Can students analyze the impact of the author's use of word choice, description, and figurative language on the text's mood?

Objective: Students will be able to explain the conflict Max faces at the end of Chapter 15 in *Freak the Mighty* and analyze how the author's word choice, description, and figurative language contribute to the mood of the scene, using evidence from the text to support their analysis.

Step 2: Determine the Assessment

Assessment: Activity 10

Questions:

1. What descriptive words and phrases does Max use to describe how he feels in Kenny's presence?
2. What figurative language does Max use, and what does this reveal about his emotions and mental state?

Questions:

1. What descriptive words and phrases does Max use to describe how he feels in Kenny's presence?
2. What figurative language does Max use, and what does this reveal about his emotions and mental state?

Exemplar:

1. What descriptive words and phrases does Max use to describe how he feels in Kenny's presence?

Max uses words and phrases that describe Kenny as "filling the room" and himself as "empty." He also describes himself as "weak," "numb," and "prickly." The language suggests that Kenny's presence is overbearing and completely dominates Max's thoughts and being. He's no longer the boy that he was, and appears to be going through the motions as his father demands.

2. What figurative language does Max use, and what does this reveal about his emotions and mental state?

Max describes his hands as “light as a balloon,” as though they “might float up in the air if I let them.” Through this figurative language, Max conveys the idea that he’s lost all hope. He recognizes that the situation is inevitable, and he cannot escape his father (and possibly becoming like his father).

Step 3: Tier the Assignment

This Lesson will be Tiered for Extension by:

- ☐  Content
- ☒  Process
- ☒  Outcome

Process: As students gather language evidence in activity 6, they extend the process by writing their own text-dependent questions to **guide a brief student-led discussion**. After identifying descriptive words, figurative language, and physical or emotional responses in the passage, students **write one or two text-dependent questions** designed to spark discussion about the *combined* effect of these craft moves on the mood. During the small-group discussion, students share the moments they identified as the most powerful and use their student-generated questions to ask peers about how the author’s layered techniques, such as figurative language paired with physical sensation or strong emotional description, shape the mood and reveal Max’s mental state.

Outcome: In addition to identifying the descriptive and figurative language Max uses to show how he feels in Kenny’s presence, students will extend their thinking by evaluating **which example of figurative language has the strongest impact on the mood** when considering Max’s physical and emotional reactions. This deepens the original question without changing it, but requires students to analyze how multiple language techniques work together to shape the scene’s emotional intensity.

- **Advanced Question:** After reading the passage from Chapter 15, write a paragraph explaining what descriptive and figurative language Max uses to describe how he feels in Kenny’s presence. As you explain, identify which example creates the strongest impact on the mood when you consider Max’s physical reactions and emotional behavior, and justify why it is the most powerful. Use evidence from the text.
- **Advanced Exemplar:** Max uses several descriptive and figurative phrases to show how overwhelmed he feels when Kenny appears, including saying he feels “weak,” “numb,” and “empty,” and comparing his hands to a balloon that might “float up in the air.” The figurative language about his hands floating has the strongest impact on the mood because it shows both a physical reaction and an emotional collapse at the same time. This image makes it clear that Max feels completely ungrounded and powerless, which creates a tense and frightening mood. When this figurative comparison is combined with his descriptions of numbness and emptiness, the reader can see how Kenny’s presence takes over Max’s thoughts and body. That layered effect makes the balloon metaphor the most powerful piece of language, shaping the overall mood of fear and helplessness in the scene.

ELA Guidebooks Grade 9	Unit: Romeo and Juliet	Section 4, Lesson 3
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Step 1: Identify the Objective

Romeo and Juliet. Grade 9. Section 4. Lesson 3
Description
Students read Act V, scene 3 and determine the effect that foreshadowing and dramatic irony have on the development of themes, as well as the tragic ending of the play. Students add details to the text theme understanding tool.
Look Fors
- Can students determine how Shakespeare uses foreshadowing and dramatic irony in Act V, scene 3 to contribute to the themes of the play, as well as to enhance the tragic ending? - Can students cite evidence to support claims about a text?

Objective: Students will analyze how Shakespeare uses foreshadowing and dramatic irony in Act V, Scene 3 to develop the play's themes and intensify the tragic ending, and will support their analysis with relevant textual evidence.

Step 2: Determine the Assessment

Assessment: Activity 2

Questions:

Reread this line from Romeo: "O, my love, my wife, Death, that hath sucked the honey of thy breath, Hath had no power yet upon thy beauty"(lines 91 - 93). How are these lines an example of dramatic irony, and how does this dramatic irony contribute to the tragic tone of the play?

Exemplar:

These lines are an example of dramatic irony because the audience knows Juliet is actually alive, but Romeo believes she is dead. When he says that "Death... hath had no power yet upon thy beauty," he notices that she still looks healthy and beautiful, but he doesn't realize this means she is still breathing. This misunderstanding makes the scene more tragic because the audience can see the truth

Student
Develop your response to the question to evaluate the effects of lines 91 - 93 of Act V, scene 3 from <i>Romeo and Juliet</i> .
Question:
1. Reread this line from Romeo: "O, my love, my wife, Death, that hath sucked the honey of thy breath, Hath had no power yet upon thy beauty"(lines 91 - 93). How are these lines an example of dramatic irony and how does this dramatic irony contribute to the tragic tone of the play?

that Romeo misses. The dramatic irony also creates a sad and tense mood, since we know Romeo is about to make a terrible choice based on something that is not true. Shakespeare uses this moment to show how fate and miscommunication lead to the final tragedy of the play.

Step 3: Tier the Assignment

This Lesson will be Tiered for Extension by:

- ☒  Content
- ☐  Process
- ☒  Outcome

Content: The painting, *The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet*, is included in Activities 9, 10, and 11 and is listed as optional. Students can use this painting to deepen the content of their analysis in Activity 2. After examining how Shakespeare uses dramatic irony in lines 91–93, students **look closely at one element of the painting**, such as the families’ posture, facial expressions, or the arrangement of the bodies, and explain how the artist **visually reinforces the same themes** of fate, regret, or tragic misunderstanding that Shakespeare develops through dramatic irony. This allows students to make a text-to-art connection that strengthens their understanding of how the tragedy’s emotional and thematic impact is represented across different mediums.

Outcome: To extend the outcome, proficient learners incorporate comparative sentences to their Activity 2 response that connects their analysis of dramatic irony to the visual interpretation shown in the painting. This requires students to cite evidence from multiple texts, Shakespeare’s play, and the artwork, strengthening their ability to synthesize ideas across mediums. The final paragraph remains concise and aligned to the original task, but now demonstrates a higher level of analysis through cross-textual evidence and thematic comparison.

- **Advanced Question:** After reading Romeo’s lines in Act V, Scene 3 (lines 91–93), write a paragraph explaining how Shakespeare’s use of dramatic irony contributes to the tragic mood of the final scene. Then, compare this moment to one visual element in the painting, *The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet*, that reinforces the same themes of fate, regret, or tragic misunderstanding. Use evidence from both the play and the painting to explain how Shakespeare and the artist each highlight the tragic mood.
- **Advanced Exemplar:** Shakespeare creates a powerful sense of dramatic irony in Act V, Scene 3, when Romeo says, “Death... hath had no power yet upon thy beauty,” because the audience knows Juliet is still alive, even though Romeo believes she is dead. This misunderstanding creates a tragic mood by showing how completely fate and miscommunication control the lovers’ final moments. The painting *The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet* reinforces this same emotional impact through its visual details, especially the way the two families gather around the bodies in shared grief. Their posture and expressions show regret and sorrow, suggesting that they finally understand the consequences of their feud only after it is too late. Together, the dramatic irony in Shakespeare’s language and the painting’s depiction of mourning highlight the themes of fate and tragic misunderstanding, showing how both the text and artwork portray the devastating cost of the families’ conflict.