Grade 9-10	Grade 11-12
Louisiana Standard • **RL.9-10.10** 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. • 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. •	**Louisiana Standard** • **RL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–workplace/postsecondary text complexity band proficiently, with scaffolding as needed at the high end of the range. • By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11 – workplace/postsecondary text complexity band independently and proficiently.
Louisiana Connector • **LC.RL.9-10.10b** Use strategies to derive meaning from a variety of print and non-print literary texts.	**Louisiana Connector** • **LC.RL.11-12.10c** Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.

Suggested Instructional Strategies:

Write to Understand
▪ **Story Coding:** Provide the students with a copy of the text the students for students to mark. Students should then create a coding system to help them mark and understand the text. The coding system might look something like this:

Code	Meaning
← →	I have a connection
???	This part does not make sense
!!!	Wow! This was interesting. I want to share
###	This is an important part

▪ **Reflective Monitoring:** As students read a text, they can record thoughts/questions/wonderings about the text in a reflective journal. After each day of reading the text, they should spend the

last 5 minutes to do a quick write reflection about what they just read. This is a way for them to keep track of their thinking as they continue to read.
▪ Create a summary of each chapter by arranging sentence strips with key details in written and visual form in order on a chart for each chapter. Use these summaries to review what has previously been read.
▪ **Activate Prior Knowledge**
  ▪ Free write about a time when…(choose an emotion that the main character feels in the story)
  ▪ Circle map about the setting (for example; in "The Sniper" it is set during the Irish Civil War, so a circle map about war).
  ▪ between the Republicans and the Free Staters)
▪ Draw/create a descriptive scene in the text (e.g., the path taken to help Jews escape to Switzerland in Number the Stars).

Discuss to Understand
▪ **Book Clubs:** Gather students in a small group to have a conversation about a common text. The group should determine what chapters will be read and when. Then, they gather periodically to share their thoughts about the book. Students may discuss themes and relate them to their own lives or to movies they are familiar with.
▪ Summarize using a theme board showing main points in the plot (written language and photos) then comparing **the main points to the predictions**
▪ Teacher or students read a brief summary of the story together before beginning to read the story daily, until the story is finished.
▪ Identify setting on a map/globe etc…
▪ Role play scenes in the story with the students.
▪ Pose questions for discussion such as…"What do you think will happen?" "What conflict does the minor conflict cause for the main character?" "How do you think the main character will resolve the conflict?" "What do the character's actions tell you about themselves?" "Were you surprised to learn…..?" What traits does the character have?
▪ **Small Group Direct Instruction:** Teacher can re-read literature and have students follow along. Teacher can ask basic questions about the literature. Students can refer to their graphic organizer to answer questions using the system of least prompts.* Nonverbal students can answer questions using sentence strips or pictures.

Model to Understand
▪ As teacher reads aloud, model thought process and questions that a good reader might ask. "As I was reading, I came to the word/phrase ___ that I don't know. I will look at the rest of the paragraph to help me understand what it might mean."
  ▪ Tree Map; list the background information (for example; in "The Sniper" the Civil War is

Suggested Supports and Scaffolds:
- Reflective journals
- Coding sheets
- Pencils/notebooks
- Chapter books
- Read aloud texts
- Use a switch activated reading program that highlights text as it is read
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
    - Highlight WH questions with different colors and then highlight the answers with same corresponding color in the text. (The student can be more independent in filling out a graphic organizer or character map or simply answering questions during a discussion.)
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate important information
- Sentence strips that reflect text from the story
- Videos or story boards/cards of the story for visual supports
- PowerPoint stories that are modified to students reading level
- Picture icons on graphic organizers to support non-readers and visual learners
    - Student can show comprehension by sequencing the events or ideas in the story or poem. Depending on the ability of the students you can use chaining and have student add 1 or 2 cards to the sequence instead of all of them at one time.)
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Repeat same lessons/text over multiple times and days

Grade 9-10	Grade 11-12
Louisiana Standard • **RL.9-10.1** Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Louisiana Standard** • **RL.11-12.1** Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Louisiana Connector • **LC.RL.9-10.1b** Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.	**Louisiana Connector** ▪ **LC.RL.11-12.1a** Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text. ▪ **LC.RL.11-12.1b** Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text. ▪ **LC.RL.11-12.1c** Use evidence to support conclusions about ideas not explicitly stated in the text. • **LC.RL.11-12.2c** Provide/create an objective summary of a text.

Suggested Instructional Strategies:

Write to Understand
▪ **Story Coding:** Provide the students with a copy of the text the students for students to mark. Give students an example of an inference, summary, or conclusion. Next, provide students with a highlighter. Ask students to find THE piece of evidence that provides the strongest support for the inference, conclusion, or summary.
▪ **Inference Chart:** Word or Quote in Book + What I already Know = Inference: Have students write select quotes or words from the book. Next to quote have students write what that quote means based on background knowledge and lastly they write what that infers (e.g., "dog shampoo" Next to it student writes what they know about dog shampoo. "People usually have dog shampoo to wash a dog", in the last box have students write the inference, "this person must have a dog.").
▪ **Graphic Organizer**
  1. Teach students to make inferences using an "It Says, I Say, And So" Graphic Organizer "It Says – I Say – And so…" Use the graphic organizer to model the process. Then have students complete the graphic organizer using the steps below.

2. First the students have to find out what the reading says.
3. Next they find information from the text that will help answer the question.
4. Then they add, in their own words, their thoughts about what the reading says.
5. Students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference.

Discuss to Understand
▪ **Think, Pair, Share:** Provide students with an inference, opinion, or conclusion. Ask students to individually find the strongest piece of evidence from the text to support the inference, summary, or conclusion. Then, the student meets with a peer to share their findings. After the pairs share, a couple teams can share with the rest of the class.
▪ **Small Group instruction:** Teacher reads a selection from text and asks students what the text infers? Teacher can provide 2-3 choices for answers (1 that is correct and 2 that are completely unrelated on answer cards in the center of the table.).

Model to Understand
▪ **Think Aloud:** To model how to support inferences/summaries/conclusions using evidence from a text, the teacher should read aloud a book in front of the class. Then, periodically, the teacher should stop explain how pieces of evidence support the inferences/summaries/conclusions.
• Write main events and characters in the story on the board or chart paper and the students fill in and add details about the event. Students can write the details or pictures of the details can be provided by teacher and the students can place the details with the correct main event or character.

Suggested Supports and Scaffolds:
• Highlighters
• Task folders that include short paragraphs from text and student velcros/matches the inferences to the text.
• Read aloud texts
• Interactive white board
• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
• Graphic organizers
• Highlighted text
• Preview of the text, illustrations, and details, frontloading
• Pictures, objects, or tactile representations to illustrate the key details
• Sentence strips that reflect text from the story that supports the key details
• Videos or story boards/cards of the story for visual supports
• Picture icons on graphic organizers to support non-readers and visual learners
• Peer support, collaborative grouping

- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Repeat lessons multiple times

Grade 9-10	Grade 11-12
Louisiana Standard • **RL.9-10.2** Determine a theme or central idea 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; provide an objective summary of the text.	**Louisiana Standard** • **RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
Louisiana Connector ▪ **LC.RL.9-10.2a** Determine the theme or central idea of an adapted grade appropriate text. ▪ **LC.RL.9-10.2b** Determine how the theme develops. • **LC.RL.9-10.2c** Determine how key details support the development of the theme of an adapted grade-level text.	**Louisiana Connector** ▪ **LC.RL.11-12.2a** Determine two or more themes or central ideas of an adapted grade-level text. • **LC.RL.11-12.2b** Determine how the theme develops.

Suggested Instructional Strategies:

Write to Understand
▪ **Sketch-to-Stretch:** Sketch-to-stretch is a way for students to capture the theme of a story through drawing. After the students have completed reading a story, they can draw a visual representation about the theme the author is trying to convey. They can use examples and details from the text to inform their drawings.
▪ Create a summary of each chapter by arranging sentence strips with key details in written and visual form in order on a chart for each chapter. Use these summaries to review what has previously been read.

Discuss to Understand
▪ **Determining the Theme:** As students are reading particular sections of text—or, after reading a text—ask a series of questions to help students determine the theme. The teacher can help facilitate this by asking questions such as:
   ▪ What is this story really about?
   ▪ What do you think the author wants you to learn from this story?
   ▪ What lessons do you think the characters learned?
▪ Relate themes from book to the lives of the students or to movies they are familiar with.

- **One Sentence Summations:** Have students work in small group and read short selection from text. Using peer mediated instruction, students can generate a list of ideas about the selection. Using all of the entire ideas students write one sentence that summarizes the paragraph. Teacher can model this process with the whole class before groups begin the one sentence summation.

Model to Understand
- **Think Aloud:** To model determining a theme, a teacher should read aloud a book in front of the class. Then, at the end of the story, the teacher should demonstrate what he/she believes the theme to be.
- Highlight key phrases and words in the text, for example, words that demonstrate a theme or the central idea. Have students write the highlighted words on index cards while teacher writes the word on chart paper or the board. Below each word or phrase teacher will write/model supporting words and phrases and students will copy.

Sort to Understand
- Have students match key words/ideas to supporting details using sentence or picture strips in a small group.

Suggested Supports and Scaffolds:
- Paper/crayons/markers
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Use motivating topics to first teach the skill/lesson. (if a student likes cars first complete the lesson using a passage about cars)

Grade 9-10	Grade 11-12
Louisiana Standard • **RL.9-10.3** 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.	**Louisiana Standard** • N/A
Louisiana Connector ▪ **LC.RL.9-10.3a** Identify character with multiple or conflicting motivations (i.e., a complex character). • **LC.RL.9-10.3b** Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.	**Louisiana Connector** • N/A

Suggested Instructional Strategies:

Write to Understand
▪ **Character Maps:** Characters in stories are developed in four different ways: 1) description of their physical appearance, 2) description of their actions, 3) dialogue, and 4) inner monologue. Using a graphic organizer, students can draw a picture of a character in the middle of a web. Then, extending from the character drawing, students can offer words that describe how the character looks, what the character does throughout the story, what the character says, and/or how the character feels. Students should also graph character motives for certain decisions that they made in the story. The teacher can chart this thinking by creating a class character map using the whiteboard, or students can create their own character maps in personal notebooks.
    ▪ For an example of a completed character map based on All Quiet of the Western Front go here: http://www.cliffsnotes.com/literature/a/all-quiet-on-the-western-front/character-map

Discuss to Understand
▪ **Grand Conversations:** To delve deeper into various story characters, the teacher can conduct a grand conversation with the class. Sitting in a circle, or sitting within a small group, the teacher can pose questions about the character that the students would answer. Questions may include:
    ▪ Describe the characters from the story.
    ▪ Why do you think (character) wanted to (motivating factor)?

- ▪ How does the character develop throughout the story?
- ▪ How does the character feel about the other characters in the story?

Suggested Supports and Scaffolds:
- Labeling events in the story using sentence strips with beginning, middle, end. Or first, next, then, etc.
- Visual time line with pictures.
- Interactive whiteboard
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Grade 9-10	Grade 11-12
Louisiana Standard • **RL.9-10.4** 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 and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	**Louisiana Standard** • **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
Louisiana Connector ▪ **LC.RL.9-10.4** Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.	**Louisiana Connector** • **LC.RL.11-12.4** Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.

Suggested Instructional Strategies:

Discuss to Understand
- **Grand Conversations:** To delve deeper into how the use of literary techniques within a text advances the plot, affects the tone/pacing, or reveals aspects of a character conduct a grand conversation with the class. Sitting in a circle, or sitting within a small group, the teacher can pose questions that address this issue. Questions may include:
  - What does the author do to reveal the true nature of a character?
  - How does the author use flashback to let us know some of the backstory of a character's life?
  - What symbols does the author include within the story that give us clues about the character?
  - Why does the author slow down the story here? Why does the author speed up the story here?
- **Activate Prior Knowledge**: Teacher asks questions to activate students' prior knowledge.
- **Connect to Real Life**: Teacher will ask questions to help students connect the specific events from text to real life. Teacher may provide model.
- **Small Group Instruction**: In a small guided reading group, teacher will lead the discussion to help students develop their understanding and explanation of literary techniques.

Suggested Supports and Scaffolds:
- Common text
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Grade 9-10	Grade 11-12
Louisiana Standard • **RL.9-10.5** 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.	**Louisiana Standard** • **RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere. • **RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Louisiana Connector • **LC.RL.9-10.5** 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.	**Louisiana Connector** ▪ **LC.RL.11-12.3a** Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements. ▪ **LC.RL.11-12.3b** Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • **LC.RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.

Suggested Instructional Strategies:

Discuss to Understand
▪ **Grand Conversations:** To delve deeper into 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) creates such effects as mystery, tension, or surprise engage the class in a grand conversation.

Sitting in a circle, or sitting within a small group, the teacher can pose questions that address this issue. Questions may include:
- What does the author do to reveal the true nature of a character?
- Why does the author slow down the story here? Why does the author speed up the story here?
- How does the author use flashback to let us know some of the backstory of a character's life?
- How would you describe the mood of the story? How does the author use structure to intensify that mood?
- **Book Clubs:** Gather students in a small group to have a conversation about a common text. The group should determine what chapters will be read and when. Then, they gather periodically to share their thoughts about the book.

Sort to Understand
- **Concept Sort:** Students will match concept to words/emotions that belong to each concept (e.g., surprise=she could not believe it!, words or phrases showing suspense or tension).
- Example/Non-example that illustrates character(s) feelings.

Suggested Supports and Scaffolds:
- Common texts
- Cliff notes of original texts
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Grade 9-10	Grade 11-12
Louisiana Standard • N/A	**Louisiana Standard** • **RL.11-12.6** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Louisiana Connector • N/A	**Louisiana Connector** ▪ **LC.RL.11-12.6a** Define satire, sarcasm, irony. • **LC.RL.11-12.6b** Differentiate from what is directly stated in a text from what is meant.

Suggested Instructional Strategies:

Write to Understand
▪ **Reader's Notebooks:** Encourage students to maintain a Reader's Notebook. The notebook can contain many things (e.g. responses to texts, a list of texts read, letters to the teacher about readings, resources). Create a section in the notebook that defines different terms. Help students to define satire, sarcasm, and irony and write the definitions in their reader's notebook. Then, ask students to find examples of satire, sarcasm, and irony to include within the notebook. It could be drawings, advertisements, photographs, links to video clips, or textual examples to illustrate each term.

Discuss to Understand
▪ **Grand Conversations:** Engage in a conversation about satire, sarcasm, and irony. Show several examples of each. Then, engage the class in a conversation about the terms. Help students differentiate from what is directly stated in a text to what is meant.

Sort to Understand
▪ Create a sort with the categories **satire, sarcasm,** and **irony.** On other sorting cards have examples of each. Then, ask students to analyze each example to determine whether it's an example of satire, sarcasm, or irony.

Suggested Supports and Scaffolds:
- Examples of satire, sarcasm, and irony
- Sorts
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Grade 9-10	Grade 11-12
Louisiana Standard • **RL.9-10.6** Analyze a particular point of view or cultural experience reflected in works of literature, drawing on a wide reading of world literature.	**Louisiana Standard** • **RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
Louisiana Connector • **LC.RL.9-10.6** Compare and contrast works from different cultures with a common theme.	**Louisiana Connector** • **LC.RL.11-12.7** Analyze multiple interpretations of a story drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry) evaluating how each version interprets the source text.

Suggested Instructional Strategies:

Discuss to Understand
▪ 'Thematic Study:' To compare and contrast works from different cultures with a common theme, conduct a thematic study with the students noticing the various differences among the cultures. As you read texts from each culture, compare and contrast how each culture addresses the theme.

Theme	American Texts	African Texts	Chinese Texts	South American Texts
Love				
Family				
Nature of Work				

▪ **Thematic Study Part 2:** To compare and contrast works from different cultures with a common theme, conduct a thematic study with the students noticing the various differences among the cultures. As you read texts from each culture, compare and contrast how each culture addresses the theme.
▪ **Grand Conversations:** To delve deeper into what authors do when they write stories, poems, and plays, have a conversation with a small group or whole class of students. Questions may include:

- What makes stories poems, and plays different?
- How are stories, poems, and plays similar?

Sort to Understand
- **Genre Sort:** After reading several stories, poems, and plays, create a genre sort for the students that has multiple elements (e.g. characters, setting, plot, scenes, acts, rhymes, stanzas) written on sort cards. Next, create three categories: **Stories, Poems, and Plays**. Ask students to sort the cards into the three categories to show their understanding of the differences among the genres.
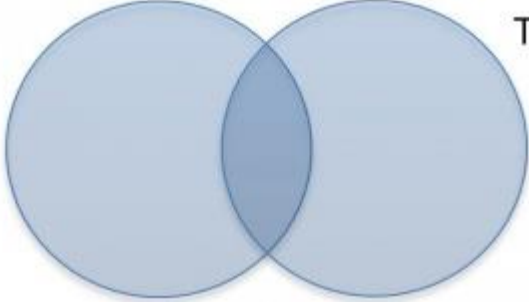
Model to Understand
- **Think Aloud:** To model your knowledge about genres, talk aloud as you read various stories, poems, and plays. As you read a story, you may say, "Oh, this man is a character. That's how I know this is a story because stories have characters." Or, you may say, "Oh, these have rhyming phrases and stanzas. That's how I know this is a poem." Or, you may say, "This has acts and scenes. That's how I know this is a play." Continue to talk aloud as you read.

Suggested Supports and Scaffolds:
- Sorts
- Chart paper or interactive whiteboard
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Grade 9-10	Grade 11-12
Louisiana Standard • **RL.9-10.9** 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).	**Louisiana Standard** • **RL.11-12.9** Demonstrate knowledge of foundational works of U.S. and world literature, including how two or more texts from the same period treat similar themes or topics.
Louisiana Connector • **LC.RL.9-10.9** Analyze how an author draws on 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)..	**Louisiana Connector** • **LC.RL.11-12.9** Demonstrate knowledge of foundational words of U.S. and world literature, including how two or more texts from the same period treat similar themes or topics (e.g., historical reflection, social, morals).

Suggested Instructional Strategies:

Write to Understand
▪ **Venn Diagram Study:** Use a Venn Diagram to compare eighteenth, nineteenth, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Text #1   Text #2

Discuss to Understand
Grand Conversations: To delve deeper into how an author draws on source material in a specific work engage the class in a grand conversation. Sitting in a circle, or sitting within a small group, the teacher can pose questions that address this issue.

Suggested Supports and Scaffolds:
- Multiple source materials
- Graphic organizer
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding