

**Ohio Academic Content Standards
English Language Arts, Grades 8-12
and
Literature & Thought
Perfection Learning Corporation**

The *Literature & Thought Program* from Perfection Learning is designed to teach middle school and high school students to be critical readers and thinkers through a unique questioning strategy.

- Each anthology begins with an essential question and a set of related cluster questions. Students explore these questions through reading relevant and challenging fiction and nonfiction selections.
- As students read, they analyze, interpret, compare, and synthesize information from the selections, always focusing on the essential question. In addition, they identify, practice, and apply specific critical thinking skills throughout their reading.
- Students react to the cluster questions through writing prompts, group discussions, and independent projects as they read.
- At the end of the reading experience, students respond to the essential question based on what they have learned.

The chart below explains how the *Literature & Thought Program* aligns with the Ohio Academic Content Standards for grades 8-12. This is a general correlation that describes the instructional design and features of all 21 student texts.

Ohio Academic Content Standards for English-Language Arts	<i>Literature & Thought Program</i> Grade 8
<p>Acquisition of Vocabulary</p> <p><i>Contextual Understanding</i></p> <p><i>Conceptual Understanding</i></p> <p><i>Structural Understanding</i></p> <p><i>Tools and Resources</i></p>	<p>Reading, discussing, and writing about a theme is essential to vocabulary development. The <i>Literature & Thought</i> anthologies focus on vocabulary growth through</p> <ul style="list-style-type: none"> • concept vocabulary words presented at the beginning of each book. These are thematic terms and phrases that will empower students as they explore the essential question of the book. • cluster (unit) vocabulary words that students will encounter in the selection. These words are defined and page numbers where each appears are cited so students can see the contextual usage. • an optional vocabulary quiz for each cluster (unit) in the teacher’s resource.
<p>Reading Process: Concept of Print, Comprehension Strategies and Self-Monitoring</p>	<p>The reading instruction in <i>Literature & Thought</i> is centered on teaching students to</p>

<p>Strategies</p> <p><i>Comprehension Strategies</i></p> <p><i>Self-Monitoring Strategies</i></p> <p><i>Independent Reading</i></p>	<ul style="list-style-type: none"> • think as they read • read for a specific purpose • connect literature to their own lives • integrate a variety of viewpoints • identify and interpret essential information in a text • analyze the literary features of a text • recognize the value of reading literature to help understand the real world. <p>The instructional framework includes activities and strategies that help readers connect with a text.</p> <p>Before Reading</p> <ul style="list-style-type: none"> • tapping prior knowledge through an anticipation guide • building a frame of reference • practicing specific reading/thinking strategies • identifying contextual information and ideas that relate to the essential question • discussing concept vocabulary words • practicing critical thinking skills – defining, analyzing, comparing, classifying, interpreting, evaluation, generalizing, and synthesizing <p>During Reading</p> <ul style="list-style-type: none"> • identifying contextual information and ideas that relate to the essential question of the text • using critical thinking skills – defining, analyzing, comparing, classifying, interpreting, evaluating, generalizing, and synthesizing <p>After Reading</p> <ul style="list-style-type: none"> • using contextual information and evidence to respond to the essential question • synthesizing information • using critical reading and thinking skills to support a hypothesis
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<p>Reading Applications: Informational, Technical and Persuasive Text</p>	<p>The selections in the <i>Literature & Thought</i> student texts include informational and persuasive text, including essays, articles, personal narratives, and Internet sources.</p> <p>Each selection</p> <ul style="list-style-type: none"> • extends student’s thinking about the essential question. • encourages rigorous discussion. • is of high quality. • is interesting and relevant to young adults. • is accessible and appropriate for the target audience. <p>As students read, they analyze, interpret, compare, and synthesize information from the selections, always focusing on the essential question. In addition, they identify, practice, and apply specific critical thinking skills throughout their reading. Cluster questions, which cover several selections, often direct students to think about point of view, purpose, persuasive devices, and so forth.</p>
<p>Reading Applications: Literary Text</p>	<p>The high-quality literary selections in the <i>Literature & Thought</i> program have been carefully chosen.</p> <p>Each selection</p> <ul style="list-style-type: none"> • extends student’s thinking about the essential question. • encourages rigorous discussion • is of high literary quality. • is interesting and relevant to young adults. • is accessible and appropriate for the target audience. <p>The student text guides students’ literary comprehension by providing a central question that several selections in a “cluster” address. No specific questions are provided at the end of each selection so students are not distracting from focusing on the essential question. Cluster questions, which cover several selections help students sort out and interpret literary techniques, such as symbols, voice, characterization, poetic conventions, and hyperbole.</p> <p>Additional support for each selection in the Teacher Guide provides more direct instruction of literary techniques.</p>

Writing Applications	<p>Using writing to explore a theme is a strong feature of <i>Literature & Thought</i>. Students use writing to</p> <ul style="list-style-type: none">• practice and apply critical thinking skills.• respond to cluster questions.• analyze and interpret text.• identify textual evidence to answer a question.• develop responses to their own questions about a topic.• demonstrate what they have learned. <p>Students respond to several targeted prompts as they read the selections and further their thinking about the essential question. The writing prompts require students to apply specific thinking skills. Frameworks and graphic organizers help students use writing as a tool for learning and testing ideas.</p>
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