

# From Epics and Essays to Myths and Manuscripts: Navigating Comparative Reading



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## Objectives

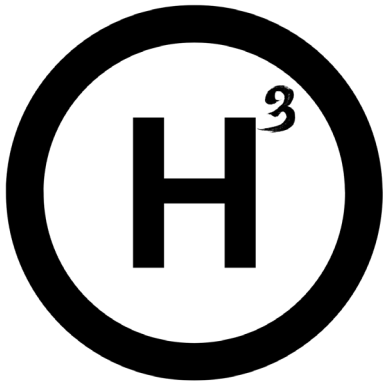
- Analyze the complexity of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards comparative reading (R.3.3) benchmark across grades 6-12 and create benchmark-aligned instructional tasks.
- Investigate an instructional plan and an instructional routine that meet the full demands of the R.3.3 benchmark.

## R.3.3 Comparative Reading

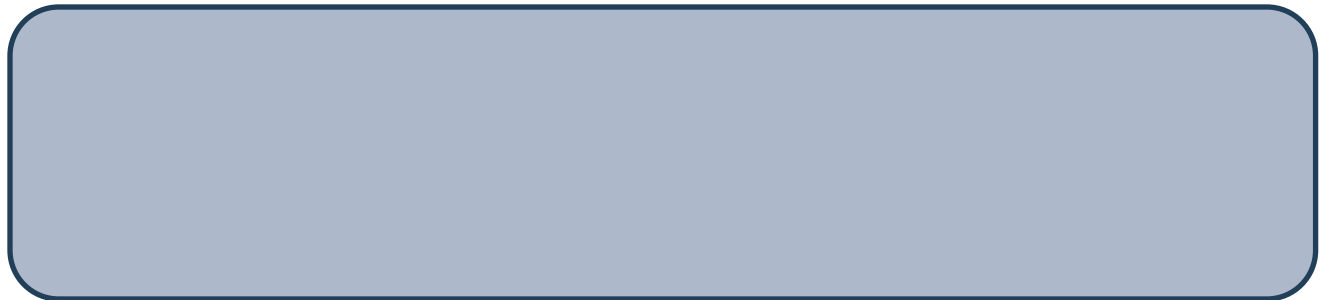
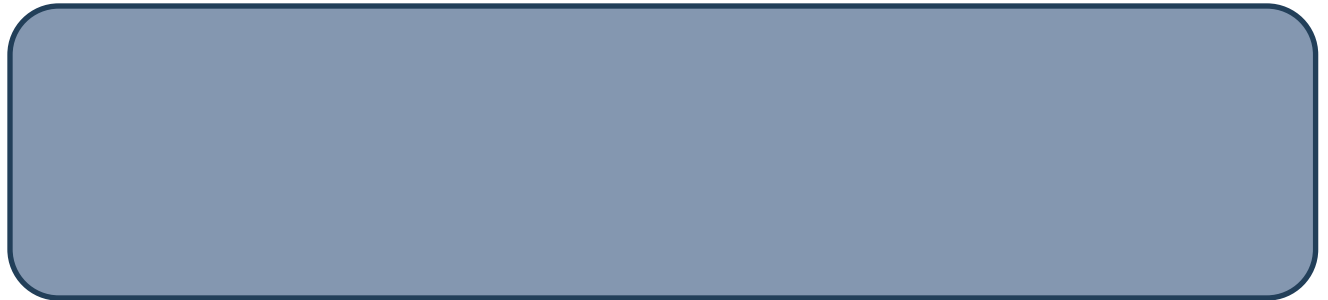
*Reading Across Genres*

### R.3.3 Comparative Reading

ELA.12.R.3.3	Analyze the influence of classic literature on contemporary world texts.
ELA.11.R.3.3	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.
ELA.10.R.3.3	Analyze how mythical, classical, or religious texts have been adapted.
ELA.9.R.3.3	Compare and contrast the ways in which authors have adapted mythical, classical, or religious texts.
ELA.8.R.3.3	Compare and contrast the use or discussion of archetypes in texts.
ELA.7.R.3.3	Compare and contrast how authors with differing perspectives address the same or related topics or themes.
ELA.6.R.3.3	Compare and contrast how authors from different time periods address the same or related topics.
ELA.5.R.3.3	Compare and contrast primary and secondary sources related to the same topic.
ELA.4.R.3.3	Compare and contrast accounts of the same event using primary and/or secondary sources.
ELA.3.R.3.3	Compare and contrast how two authors present information on the same topic or theme.
ELA.2.R.3.3	Compare and contrast important details presented by two texts on the same topic or theme.
ELA.1.R.3.3	Compare and contrast two texts on the same topic.
ELA.K.R.3.3	Compare and contrast characters' experiences in stories.



## How - Meeting Mastery



# Benchmark Considerations

6<sup>th</sup>

7<sup>th</sup>

8<sup>th</sup>

9<sup>th</sup>

10<sup>th</sup>

11<sup>th</sup>

12<sup>th</sup>

## R.3.3 Comparative Reading

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ELA.8.R.3.3 Compare and contrast the use or discussion of archetypes in texts.

ELA.7.R.3.3 Compare and contrast how authors with differing perspectives address the same or related topics or themes.

ELA.6.R.3.3 Compare and contrast how authors from different time periods address the same or related topics.



# Benchmark Considerations

Considerations

Instructional Focus

Clarification(s)

Grade Level: Grade 4

What is specific to my grade level?



Compare and contrast

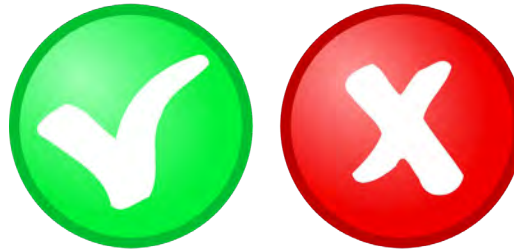


Accounts of the same event



Introduce the terms “primary sources” and “secondary sources.”

# Let's play a game.



**Directions:** Determine whether the sample focus question meets the demands of the assigned benchmark. If the question does not meet the demands of the benchmark, create a possible revision for the question.

Benchmark	Sample Focus Question	Question Meets the Demands of the Benchmark (Y/N)	Notes/Revisions
<b>10.R.3.3</b>	How does the author in Passage 1 address the theme of loss of innocence differently than the author of Passage 2?	<b>N</b>	<ul style="list-style-type: none"> <li>Question meets the demands of <b>7.R.3.3</b></li> <li>Possible Revision: Passage 2 offers an alternative interpretation of Zeus' struggle from Passage 1. How does this reinterpretation affect the meaning of Passage 2?</li> </ul>

# Benchmark Considerations

Considerations

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Compare and contrast



Accounts of the same event

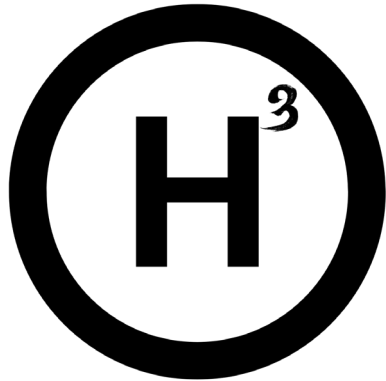


Introduce the terms “primary sources” and “secondary sources.”

Write your sample question stem here:



## How - Meeting Mastery



## How - Choosing Texts



# Text Considerations

- ❑ Similar Theme or Topic
- ❑ Literary Periods
- ❑ Instructional Focus

## Literary Periods

Classical (1200 BCE–455 CE)		Medieval (455 CE–1485 CE)		Renaissance (1300–1660)	
Features	Authors	Features	Authors	Features	Authors
<ul style="list-style-type: none"> <li>Focus on balance and form</li> <li>Emphasis on reason vs. irrationality/chaos</li> <li>Incorporation of myth</li> <li>Direct expression</li> <li>Emergence of conventions such as the <i>deus ex machina</i> and the chorus</li> <li>Emphasis on the relationship of man to the gods</li> </ul>	<ul style="list-style-type: none"> <li>Plato</li> <li>Socrates</li> <li>Aristotle</li> <li>Aesop</li> <li>Euripides</li> <li>Aeschylus</li> <li>Sophocles</li> <li>Homer</li> <li>Sappho</li> <li>Virgil</li> <li>Ovid</li> </ul>	<ul style="list-style-type: none"> <li>Starts with a continuation of the focus on the epic hero</li> <li>"Epics" are written in the vernacular and do not follow all of the features of classical epics</li> <li>Later in the period, a shift in focus to everyday, common people</li> <li>Dictated memoirs</li> </ul>	<ul style="list-style-type: none"> <li>Author Unknown - Beowulf</li> <li>Author Unknown - Gawain poet</li> <li>Author Unknown - The Nibelungenlied</li> <li>Dante Alighieri</li> <li>Geoffrey Chaucer</li> <li>Geoffrey of Monmouth</li> <li>Giovanni Boccaccio</li> <li>Marco Polo</li> <li>Margery Kempe</li> <li>Omar Khayyam</li> <li>Thomas Malory</li> </ul>	<ul style="list-style-type: none"> <li>New thinking, innovation and philosophy</li> <li>A "rebirth" returning to many of the ideas of the Classical period</li> <li>Focus on philosophy</li> <li>Humanistic ideals</li> <li>Greater reproduction and distribution of literature because of invention of the printing press</li> <li>Recovery of ancient texts</li> </ul>	<ul style="list-style-type: none"> <li>Ben Johnson</li> <li>Christopher Marlowe</li> <li>Edmund Spenser</li> <li>John Donne</li> <li>John Milton</li> <li>Miguel de Cervantes</li> <li>Moliere</li> <li>Niccolo Machiavelli</li> <li>Petrarch</li> <li>Thomas More</li> <li>William Shakespeare</li> </ul>

## 7th Grade

Title	Author
"Address Before a Joint Session of the Congress, November 27, 1963"	Johnson, Lyndon Baines
"An Occurrence at Owl Creek Bridge"	Bierce, Ambrose
"Citizenship and Leadership" from <i>The Moral Compass: Stories for a Life's Journey</i>	Bennett, William
"Do Not Go Gentle into That Good Night"	Thomas, Dylan
"Farewell Address"	Eisenhower, Dwight
"Give Me Liberty or Give Me Death" Speech	Henry, Patrick
"On First Looking Into Chapman's Homer"	Keats, John
"On Women's Right to Vote"	Anthony, Susan B.
"Sonnet 18"	Shakespeare, William
"The Destructive Male"	Stanton, Elizabeth
"The Eyes Have It"	Dick, Philip K.
"The New Colossus"	Lazarus, Emma
"The Rights of the Colonists: The Report of the Committee of Correspondence to the Boston Town Meeting"	Adams, Samuel
"the sonnet-ballad"	Brooks, Gwendolyn
"The Tell-Tale Heart"	Poe, Edgar Allan
<i>Book of Esther</i>	The Bible
<i>Freedom Walkers</i>	Freedman, Russell
<i>George vs. George: The American Revolution as Seen from Both Sides</i>	Schanzer, Rosalyn
<i>Old Yeller</i>	Gibson, Fred
<i>The Adventures of Tom Sawyer</i>	Twain, Mark
<i>The Count of Monte Cristo</i>	Dumas, Alexandre
<i>The Kon-Tiki Expedition: By Raft Across the South Seas</i>	Heyerdahl, Thor
<i>The Long Road to Gettysburg</i>	Murphy, Jim
<i>Narrative of the Life of Frederick Douglass</i>	Douglass, Frederick
<i>The Prince and the Pauper</i>	Twain, Mark
<i>The Red Umbrella</i>	Gonzalez, Christina Diaz
<i>The Twenty-One Balloons</i>	Pène du Bois, William
<i>The Yearling</i>	Rawlings, Marjorie Kinnan

# Text Length Considerations

**Table 1: Approximate Word Count Range for Text or Text Set**

Grade	Range of Number of Words
3	100–700
4	100–900
5	200–1000
6	200–1100
7	300–1100
8	350–1200
9	350–1300
10	350–1350

## Released Text Sets

6<sup>th</sup> grade

8<sup>th</sup> grade

10<sup>th</sup> grade

How does this information about text lists and text length influence planning for this benchmark?

930 words

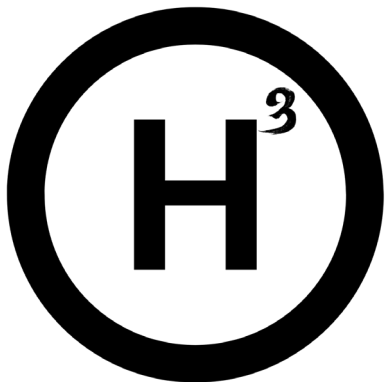
960 words

835 words

Grade	Text Considerations	Length/Range
6	Poetry (Sonnet, Villanelle) Novel, Short Story, Informational Text	200-1100
7	Poetry (Sonnet, Villanelle) Novel, Short Story, Informational Text	300-1100
8	Poetry, Novel, Short Story, Informational Text	350-1200
9	Poetry (Epics), Novel, Short Story, Informational Text	350-1300
10	Poetry, Novel and Short Story (Coming of Age), Informational Text (American Speeches and Essays)	350-1350
11	Poetry, Novel, Short Story, Informational Text (Classical Period Speeches and Essays)	350-1350*
12	Poetry, Novel, Short Story, Informational Text	350-1350*
*Grades 11 and 12 are not tested grades and the lengths reflect the Grade 10 range.		

How - Meeting Mastery

How - Choosing Texts



How - Planning for Mastery



# Instructional Plan

## ELA.4.R.3.3

Compare and contrast accounts of the same event using primary and/or secondary sources.

**Clarification:** Introduce the terms “primary sources” and “secondary sources.”

### Stacked Benchmarks:

ELA.4.R.2.2: Explain how relevant details support central idea, implied or explicit.

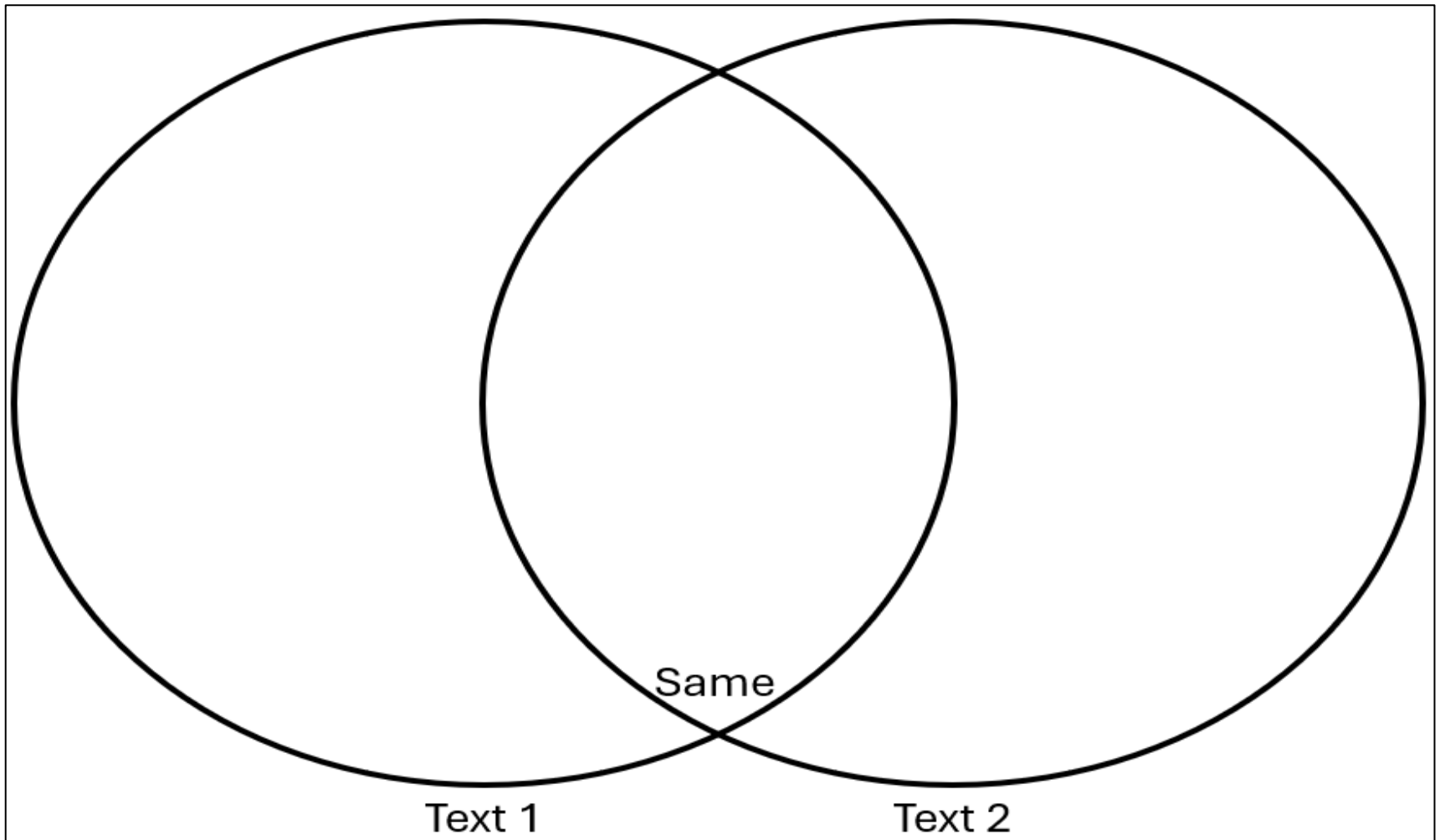
ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.4.V.1.2: Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

<b>Text 1:</b> George Crum	<b>Genre:</b> informational text: secondary source
<b>Length:</b> 475 words	<b>Time Period:</b> 2013
<b>Text 2:</b> What’s the Real Story Behind Potato Chips?	<b>Genre:</b> informational text: secondary source
<b>Length:</b> 403 words	<b>Time Period:</b> circa 2018
<b>Text 3:</b>	<b>Genre:</b>
<b>Length:</b>	<b>Time Period:</b>

# Graphic Organizer



# Instructional Plan

**Graphic Organizer:**

Text 1	Text 2
Similarities	

**Graphic Organizer:**

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← **Graphic Organizer**

## Instructional Routine

### Introduction/Review:

What modeling techniques could you use to introduce and/or explicitly teach the benchmark?

What guided practice activities could you use to engage your students?

What independent practice activities could you use to keep your students engaged?

## Let's Reflect

O  
W  
L



One thing I will  
implement...

I'm still **W**ondering...

I **L**earned...

## Today We:

- Analyzed the complexity of the B.E.S.T. ELA comparative reading (R.3.3) benchmark across grades 6-12 and created benchmark-aligned instructional tasks.
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