

FICTION

8TH GRADE

RL. 8.9

1060L

Analyze Connections Between Fiction & Traditional Literature

Name: _____

Date: _____

Looking Out for Me

Candace flipped through her online banking account, groaning over all the bills she had yet to pay. When she'd started her jewelry-business, she'd had such high hopes. Every time she made a bracelet, or earrings for her friends and family, they had always loved how beautiful her creations were. They'd encouraged her to turn her passion for jewelry into an official enterprise. It had seemed like the perfect way to turn her artwork into an official enterprise.

She had hoped, however, that this official enterprise would bring in official money. So far, all it had come with was official debt and homelessness. She'd bought supplies to build up her merchandise store, like wild, and then put pictures and descriptions of all the products on her online store. At first, she sold several items and thought she was on her way.

Then sales slowed and stopped altogether. She'd invested in some advertising, but all that did was further increase the bills she had to pay. Staring at those bills now, she had to make a decision that pained her deeply—get a “real” job or end up homeless.

Candace closed her computer, gathered up all the jewelry she'd made, and tossed it in the trash, defeat weighing heavily on her shoulders. She walked a few blocks to the shelter.

Traditional Literature

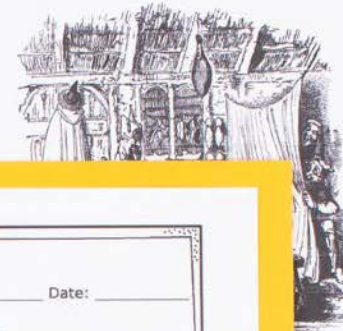
Analyze Connections Between Fiction & Traditional Literature

Name: _____

Date: _____

The Elves and the Shoemaker A Grimm's Fairy Tale

A shoemaker, by no fault of his own, had become so poor that at last he had nothing left but leather for one pair of shoes. So in the evening, he cut out the shoes which he wished to make the next morning. And as he had a good



Analyze Connections Between Fiction & Traditional Literature

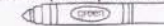
Name: _____

Date: _____

This text has two parts. First, answer Part A. Then, answer Part B.

How do the main characters in both texts respond to the magical help they receive?

Assessment



Magic
CORE

ANALYZE CONNECTIONS FICTION & TRADITIONAL LITERATURE



WHAT'S INSIDE?

ANALYZE CONNECTIONS BETWEEN FICTION & TRADITIONAL LITERATURE

8th grade

Table of Contents

*This product includes 7 sets (14 passages total) of Lexile® leveled stories in the 8th Grade Common Core Text Complexity Band. Each set analyzes connections between traditional literature and modern fiction.

1. Analyze Connections Between Fiction & Traditional Literature Anchor Chart
2. Analyze Connections Between Fiction & Traditional Literature Practice Work
3. The Parable of the Good Samaritan/A Little Help (930L)
4. The Fox and the Crow/The Last Loaf (950L)
5. The Squirrel and the Spider/That's Mine (1010L)
6. Pygmalion and Galatea/A Perfect Prom Date (1030L)
7. The Elves and the Shoemaker/Looking Out for Me (1060L)
8. Yorimasa/The Space Adventures of a Computer Nerd (1140L)
9. Test
 - The Lady of the Lake/A Knight of the Baseball Field (1020L)



PRINTABLE PDFs covering the 8th grade text complexity band with Certified Lexile Levels.

- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND assessment paired passages

Printable Slides Included



7 PAIRED TEXTS & PASSAGES

- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of genres to spark comprehension AND curiosity.
- Paired Traditional Literature and Fiction Passages.

Traditional Literature

Analyze Connections Between Fiction & Traditional Literature

The Parable of the Good Samaritan A Bible Story From Luke 10: 25-37

25 Behold, a certain lawyer stood up
and test

26 I d

27 in the la

28 Lord you

29 your sou

30 all your

31 yourself,

32 correctly

33 neighbor

34 Jericho,

35 and dep

Traditional Literature

Analyze Connections Between Fiction & Traditional Literature

The Fox and the Crow An Aesop's Fable

One bright morning as the Fox was following his sharp nose through the wood in search of a bite to eat, he saw a Crow on the limb of a tree overhead. This was by no means the first Crow the Fox had ever seen. What caught his attention this time and made him stop for a second look, was that the lucky Crow held a bit of cheese in her beak.

Traditional Literature

Analyze Connections Between Fiction & Traditional Literature

Yorimasa A Japanese Legend

A long time ago a certain Emperor became seriously ill. He was unable to sleep at night owing to a most horrible and unaccountable noise he heard proceeding from the roof of the palace, called the Purple Hall of the North Star. A number of his courtiers decided to lie in wait for this strange nocturnal visitor. As soon as the sun set they noticed that a dark cloud crept from the eastern horizon, and alighted on the roof of the august palace. Those who waited in the imperial bed-chamber heard extraordinary scratching sounds, as if what had at first appeared to be a cloud had suddenly changed into a beast with gigantic and powerful claws.

Night after night this terrible visitant came, and night after night the Emperor grew worse. He at last became so ill that it was obvious to all those in his court that unless something could be done to destroy this monster the Emperor would certainly die.

At last it was decided that Yorimasa was the one knight valiant enough to relieve His Majesty of these terrible haunts accordingly made elaborate preparations for the fray. He took armor and steel-headed arrows, donned his armor, over which he placed a ceremonial cap instead of his usual helmet.

At sunset he lay in concealment outside the palace. When a great thunder crashed overhead, lightning blazed in the sky, and a pack of wild demons. But Yorimasa was a brave man, and the fury of the elements in no way daunted him. When midnight came a black cloud rushed through the sky and rest upon the roof of the palace.

1140L

Analyze Connections Between Fiction & Traditional Literature

The Space Adventures of a Computer Nerd

Makato kept a sharp eye on all the monitors in the control room of the *Galaxy V* spaceship. Each one had a view of the areas inside and outside the ship, and it was his job to be the lookout for this shift. His eyes were tired at the end of the day, but it was an honor to have been chosen to work aboard this state-of-the-art space lab, and he'd do whatever tasks were asked of him. Makato had worked hard in school to become an expert at all the latest tech. He liked to think there wasn't a situation he couldn't use his coding skills to tackle. He was proud to be an official computer nerd in space.

"Space junk, Sector 5," he said into his headset. "Engaging flexi-net to capture it." Makato tapped on the keyboard in front of him, entering the code to unfurl a large net designed to catch debris floating in space and keep it from damaging the spaceship's exterior.

"Flexi-net engaged," a female computer voice confirmed.

Makato went back to scanning the monitors, one of which had information about all the experiments going on in the labs onboard the *Galaxy V*. Several of them had data about humans traveling in stasis as part of a project to explore ways to be able to journey between Earth. Makato's job required a great deal of bravery to work in space. He knew that the crew were willing to subject their bodies to groundbreaking, and potentially life-threatening science in the name of exploring new ways to reach the edges of the solar system.

930L

Analyze Connections Between Fiction & Traditional Literature

A Little Help

Marcus pedaled faster, hoping to dodge the raindrops, but the rain had picked up its pace, and the back of his sweatshirt was soaked. Had he known the sky was about to unleash this monsoon, he would have left his friend Josh's house sooner to avoid an unwanted drenching. While Josh didn't live too far away, it was a long enough distance to make bike riding in

all over his legs and back. If his mom and dad had never buy him a bike, he'd be a footman now.

the epic gaming system he right now where he had his shortcut home.

of water over Marcus. He had to have him swerving around with a metallic sheen. His head hit a wall, the painful spot, his

shirt to wipe at the blood on his face as a gush of dizziness

QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

The image shows a collage of educational materials. At the top, a worksheet titled "Analyze Connections Between Fiction & Traditional Literature" is visible. It contains a passage about a shoemaker and Candace, and a set of multiple-choice questions. Below the worksheet, a student's handwritten response is shown, written in red ink. The response discusses the similarities between the two texts, focusing on the struggles of the characters and the magical interventions that lead to their success. At the bottom right, a circular logo for "Magi CORE" is visible.

She had no official money. So far, all it had been homelessness. She'd bought supplies to build a like wild, and then put pictures and descriptions of all the online store. At first, she sold several items and thought she way.

Then sales slowed and stopped altogether. She'd invested in some advertising, but all that did was further increase the bills she had to pay. Staring at those bills now, she had to make a decision that pained her deeply—get a "real" job or end up homeless.

Candace closed her computer, gathered up all the jewelry she'd made, and tossed it in the trash, defeat weighing heavily on her shoulders. She walked a few blocks.

had become so poor. Nothing left but leather for one pair of shoes. So in the evening, he cut out the shoes which he wished to make the next morning. And as he had a good

Analyze Connections Between Fiction & Traditional Literature
Name: _____ Date: _____

Two parts. First, answer Part A. Then, answer Part B.

main characters in both texts respond to the magical help they receive?

How best support your answer to Part A? Choose all that apply.

led, and did not know what to say."

ave made us rich, and we really must show that we are grateful for

udden success now gave her the extra money to hire an actual

extra money she now had into an envelope and dropped it off at a

helter as a way to show thanks for her good fortune."

king Out for Me" reimagine elements from "The Elves and the

do the changes have on the basic story?

imagines elements from "The Elves and the

ng elves with a mysterious magical light. In both

force aids the protagonists in their creative

ing Out for Me," the magical intervention is not

ut by an unexplained sparkly light. The char

unexpected help and magical elements in both

etails of the magical intervention differ. The

s to modernize the fairytale concept

Analyze Connections Between Fiction & Traditional Literature
Name: _____ Date: _____

Answer the following questions. Underline or highlight the text evidence in the color indicated.

1. What trait do the shoemaker and Candace share at the start of both texts?

a. They are both poor.
b. They are both successful.
c. They are both angry.
d. They are both delighted.

2. Which sentence below could be used to summarize both texts?

a. Crafters think they are owed miracles.
b. Miracles help crafters succeed with their work.
c. Good fortune comes at a high price for crafters.
d. Successful crafters compete to be the best.

3. How is the pattern of events similar in both texts?

The pattern of events in both texts is similar in that a struggling individual faces challenges in their work or business. In both stories, the main characters receive unexpected help or a magical intervention that leads to the success of their endeavors. Additionally, both characters experience a turning point where they consider giving up on their work but eventually find a solution to their problems.

Magi CORE

ANCHOR CHART

- Anchor chart breaking down how to analyze connections between traditional literature and fiction.
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference

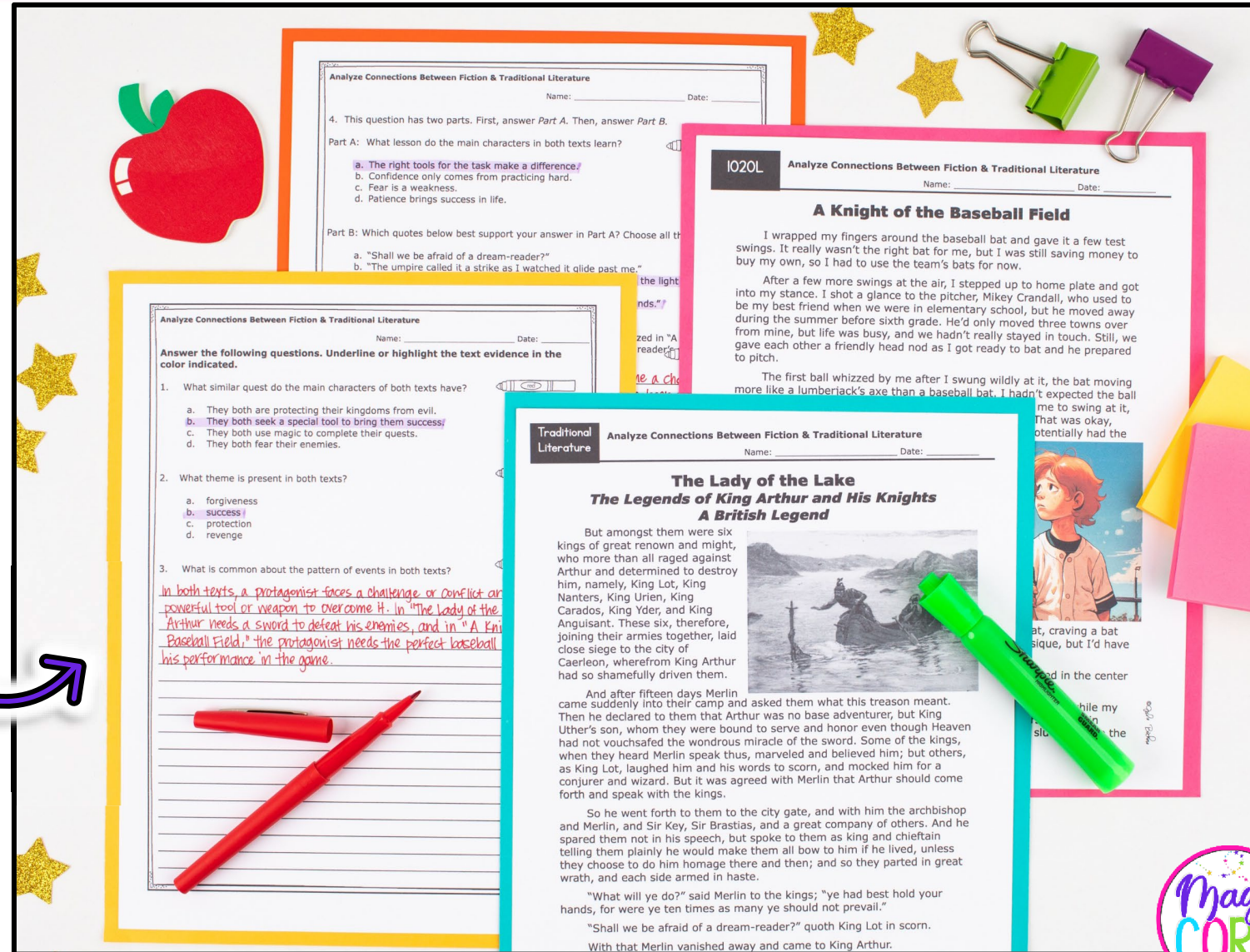
The anchor chart is a collection of educational materials designed to teach students how to analyze connections between fiction and traditional literature. It includes several components:

- Practice Passage and Warmup Activity Sheet:** A document titled "Analyze Connections Between Fiction & Traditional Literature" with the instruction: "Let's Try! Read the passages 'The Little Mice' and 'Weathering the Storm' below, then answer the questions on the graphic organizer." It contains two passages:
 - Weathering the Storm:** A passage about a blizzard hitting a town, with a character named Phoebe who is preparing for the storm.
 - The Little Mice:** A passage about a prairie mouse named Phoebe who is storing away a cache of beans and has a cousin who is fond of dancing and talk.
- Graphic Organizer:** A table titled "Analyze Connections Between Fiction & Traditional Literature" with the instruction: "Fill in the graphic organizer to analyze connections between modern fiction and traditional literature." The table has five rows and three columns:

Titles Being Analyzed	Traditional Literature	Modern Fiction
	<i>The Little Mice</i>	<i>Weathering the Storm</i>
Theme	Are the themes of the two texts similar? If so, how? The themes of the two texts are not very similar. The first text is about the importance of hard work and responsibility. The second text is about a mouse who is being prepared for unexpected challenges. Like...	
Patterns of Events	Are the patterns of events in the two texts similar? The patterns of events in the two texts are different. In the first text, the lazy mouse asks for help after a mistake and is given a second chance. In the second text, Phoebe is prepared for the blizzard, and her preparations help her to rely on her for food during the storm.	
Character Types	Are the character types in the two texts similar? The character types in the two texts are somewhat similar. They both involve characters who make impact their situations. The first text has a mouse and a lazy mouse, while the second text has a prepared person (Phoebe) and an unprepared person.	
Modernization	How are similar elements modernized? What impact does the modernization have? Similar events are modernized in the second text. In the first, the characters use a snake skin to hide. In the second, Phoebe uses her phone to locate with Carly.	
- Diagram:** A diagram titled "Analyze Connections Between Fiction & Traditional Literature" with the instruction: "Readers analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new." It shows three boxes: "What is Traditional Literature?", "What is Modern Fiction?", and "Elements to Analyze". Arrows point from the first two boxes to the third box. The third box lists: "Stories rooted in oral history passed down between generations" (May include: myths, folktales, fairy tales, fables, legends, religious texts, cultural stories), "Imagined stories with contemporary settings written to entertain readers" (May include: realistic fiction, science fiction, fantasy, mystery, thriller, romance, literary fiction), and "Traditional literature and modern fiction can be similar in their:" (themes, patterns of events, character types).

ASSESSMENTS

- Same format as practice
- One assessment with a traditional literature passage and fiction passage.
- Color-coding
- Follows best practices for standardized assessments



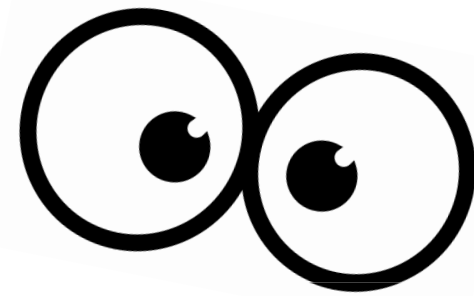
WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations
- Classroom tested! Trusted by over 1,000 teachers... and counting!... To help students grow their reading skills

The collage displays various educational resources:

- Worksheets:** Multiple copies of "Analyze Connections Between Fiction & Traditional Literature" worksheets. One worksheet features the story "A Little Help" and another features "The Fox and the Crow An Aesop's Fable".
- Graphic Organizer:** A central graphic organizer titled "Analyze Connections Between Fiction & Traditional Literature". It includes sections for "What is Traditional Literature?", "What is Modern Fiction?", and "Elements to Analyze".
- Storybook Page:** A page from "The Space Adventures of a Computer Voice Confirmed" showing a character in a space suit.
- Handwritten Notes:** Various handwritten notes and annotations are visible on the worksheets and the storybook page.

TAKE A PEEK



Traditional Literature **Analyze Connections Between Fiction & Traditional Literature** Name: _____ Date: _____

The Parable of the Good Samaritan A Bible Story From Luke 10: 25-37

²⁵ Behold, a certain lawyer stood up and tested him, saying, "Teacher, what shall I do to inherit eternal life?"

²⁶ Jesus said to him, "What is written in the law? How do you read it?"

²⁷ He answered, "You shall love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind; and your neighbor as yourself."

²⁸ He said to him, "You have answered correctly. Do this, and you will live."

²⁹ But he, desiring to justify himself, asked Jesus, "Who is my neighbor?"

³⁰ Jesus answered, "A certain man was going down from Jerusalem to Jericho, and he fell among robbers, who both stripped him and beat him, and departed, leaving him half dead. ³¹ By chance a certain priest was going down that way. When he saw him, he passed by on the other side. ³² In the same way a Levite also, when he came to the place and saw him, passed by on the other side. ³³ But a certain Samaritan, as he traveled, came where he was. When he saw him, he was moved with compassion, ³⁴ came to him, and bound up his wounds, pouring on oil and wine. He set him on his own animal, brought him to an inn, and took care of him. ³⁵ On the next day, when he departed, he took out two denarii, gave them to the host, and said to him, 'Take care of him. Whatever you spend beyond that, I will repay you when I return.' ³⁶ Now which of these three do you think seemed to be a neighbor to him who fell among the robbers?"

³⁷ He said, "He who showed mercy on him."

Then Jesus said to him, "Go and do likewise."

Excerpt from:
World English Bible. Edited by Michael Paul Johnson, World English Bible Online, 2020, <https://ebible.org/web/LUK10.htm>.



930L **Analyze Connections Between Fiction & Traditional Literature** Name: _____ Date: _____

A Little Help

...aster, hoping to dodge the raindrops, but the rain had hit the back of his sweatshirt was soaked. Had he not to unleash this monsoon, he would have left his car to avoid an unwanted drenching. While Josh it was a long enough distance to make bike riding in patience.

...ep puddle, water splashing all over his legs and had bought him just last week. If his mom and dad ers were right now, they'd never buy him could just hear their reprimands now.

...take care of

...blow on em.

...us.

...ke he

...e all

...y's

...im didn't have the epic gaming system in a video game right now where he even find a shortcut home.

...sent a wave of water over Marcus. was all it took to have him swerving hit the hydrant with a metallicuddy garden bed. His head hit a touched the painful spot, his

...sweatshirt to wipe at the blood m a little as a gush of dizziness



Analyze Connections Between Fiction & Traditional Literature Name: _____ Date: _____

...Following questions. Underline or highlight the text evidence in the ed.

...erall theme do both texts share?

...orgiveness
kindness
eternal life
gratitude

...w are character types similar in the two texts? Choose all that apply.

- a. Both passages include characters in need of help.
- b. Both passages include characters searching for eternal life.
- c. Both passages include characters unwilling to help.
- d. Both passages include characters who resist forgiving others.

...Discuss any parallels you find in the pattern of events in the two texts.

Analyze Connections Between Fiction & Traditional Literature Name: _____ Date: _____

...as two parts. First, answer Part A. Then, answer Part B.

...ders get in "A Little Help" that they don't get in "The Parable of the Good

...tting where the events take place that creates a depressed tone ne unhelpful characters won't help the person in need story meant to answer a question

...best supports your answer in Part A?

...ough distance to make bike riding in the rain a miserable

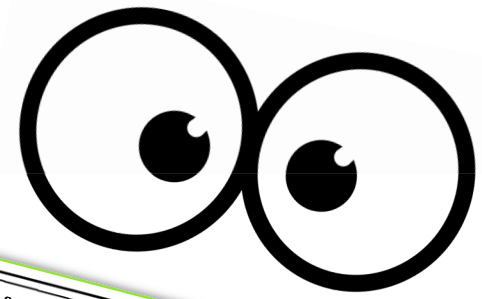
...h a puddle and sent a wave of water over Marcus." steal these expensive pastries!" she screeched."

...from exhaustion long before he reached his house."

...de by the author of "A Little Help" to modernize "The ?" What impact does this modernization have?



AND ANOTHER PEEK



Traditional Literature Analyze Connections Between Fiction & Traditional Literature
Name: _____ Date: _____

The Squirrel and the Spider A West African Folk Tale

A hard-working squirrel had, after much labor, succeeded in cultivating a very fine farm. Being a skillful climber of trees, he had not troubled to make a roadway into his farm. He used to reach it by the trees.

One day, when his harvests were very nearly ripe, it happened that Spider went out hunting in that neighborhood. During his travels, he arrived at Squirrel's farm. Greatly pleased at the appearance of the fields, he sought for the roadway to it. Finding none, he returned home and told his family all about the matter. The very next day they all set out for this fine place, and set to work immediately to make a road. When this was completed Spider—who was very cunning—threw pieces of earthenware pots along the pathway. This he did to make believe that his children had dropped them while working to prepare the farm.

Then he and his family began to cut down and carry away such of the corn as was ripe. Squirrel noticed that his fields were being robbed, but could not at first find the thief. He determined to watch. Sure enough Spider soon reappeared to steal more of the harvest. Squirrel demanded to know what right he had on these fields. Spider immediately asked him the same question. "They are my fields," said Squirrel. "Oh, no! They are mine," said poor Spider. "I dug them and sowed them and planted them," said poor Squirrel. "Then where is your roadway to them?" said crafty Spider. "I need no roadway. I come by the trees," was Squirrel's reply. Needless to say, Spider laughed such an answer to scorn, and continued to use the farm as his own.

Squirrel appealed to the law, but the court decided that no one had ever had a farm without a road leading to it, therefore the fields must be Spider's.

In great glee Spider and his family prepared to cut down all the harvest that remained. When it was cut they tied it in great bundles and set off to the nearest market-place to sell it. When they were about half-way there, a terrible storm came on. They were obliged to put down their burdens by



Connections Between Fiction & Traditional Literature
Name: _____ Date: _____

That's Mine

snowboard against the brick wall at the ski lodge loves to take a picture of the roaring fire to send to her first, she hadn't been all that excited about going from home and away from all her friends, but that a ski trip in Colorado would be fun. It turned out Megan had been zipping along the fresh powder on her snowboard she'd gotten for Christmas.

board, too. It was her prized possession with and its matte black skulls that stared back at her the length of the board. Some people might say it was the exact snowboard Megan had wanted, but it was the exact snowboard Megan had the board. She imagined she looked like a professional, carving a twisty path through the snow.



where she'd rested her skis because her board was not turned in a circle, squinting at the camera to register any personal details. Their faces hidden by goggles, they were leaning against their legs

Analyze Connections Between Fiction & Traditional Literature
Name: _____ Date: _____

Directions. Underline or highlight the text evidence in the text.

The Squirrel and the Spider" and Megan in "That's Mine" have

st in an unfamiliar place.
new friends.
something stolen from them.
up their prized possessions.

In both texts?

if something important
alent
tionships
directions

as exist in the pattern of events that unfolds in both texts?

Connections Between Fiction & Traditional Literature
Name: _____ Date: _____

as two parts. First, answer Part A. Then, answer Part B.

do both stories teach readers?

e fastest way to get what you want.
n't result in a happy ending.
ometimes justified.
o committing other crimes.

upports your answer to Part A?

er and his family prepared to cut down all the harvest that
had brought them little profit."
smug grin then bolted into a large tour group of people who
edge."
oked toward one of the security guards looming near the
e."

Squirrel and the Spider" rendered new in "That's Mine?"

ization have on the reader?

Magic CORE

UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit
Contains:

- 12 Printable Lexile Leveled Reading Comprehension Passages
- Anchor Charts
- Rigorous comprehension questions for each passage
- Assessment Passages and Question
- Prepares students to determine a theme or central idea of a text

Love this unit but
want to more
literary practice?
Try the THEME &
CENTRAL IDEA unit!

