

Vertical Progression:

8th Grade	RL 8.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
9th-10th Grade	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.
11th-12th Grade	RL 11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).
College and Career Readiness Standard	CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Students will demonstrate command of the Standard by:

- Differentiating among complex or multi-dimensional character types and roles within a story or drama
- Identifying multiple and/or conflicting motivations of complex characters
- Explaining what specific lines of dialogue or narration/exposition reveal about characters
- Analyzing (tell, write, or graphically represent) how characters, events, setting, and plot elements interact to create/ develop mood and tone and develop theme
- Analyzing how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme
- Analyzing the impact of the author’s choices regarding how to develop and relate elements of a story or drama
- Analyzing how and why individuals, events, and ideas develop and interact over the course of a text

Vocabulary:

- | | | |
|-------------|-------------|-----------|
| • Action | • Develop | • Relate |
| • Analyze | • Drama | • Setting |
| • Archetype | • Element | • Story |
| • Author | • Impact | • Text |
| • Character | • Introduce | |

Question Stems:

- How does the author develop the setting, plot or character?

- What impact do the author’s choices regarding story element have?
- What statement (s) or actions (s) lead to a shift in advancement in the events of the story?
- What archetype or model is found in the work?

PARCC Evidence Statement:

- Provides an analysis of the impact of an author’s choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed).

Sample Instructional/Assessment Tasks:

1. **Achieve the Core – [Grade 11 Literature Mini-Assessment](#)**

◆ **Question 8**

How does the author’s choice to reveal the setting from the eyes of the narrator impact Text 2?

- A. The speaker’s carefully worded descriptions highlight his frustration with the small size of the cell.
- B. The speaker’s limited understanding of his surroundings emphasizes the terror he feels as he explores his cell.
- C. The speaker’s internal dialogue about the cell reveals his ability to thoughtfully consider new situations.
- D. The speaker’s step-by-step analysis of his cell demonstrates his understanding that he will stay there for an extended period of time.

Correct Answer: B

◆ **Question 9**

In Text 2, how does the narrator’s inability to see impact the story?

- A. It is the primary source of the narrator’s despair; it builds tension by preventing the narrator from understanding his surroundings.
- B. It is the central source of the narrator’s frustration; it builds annoyance by preventing the narrator from figuring out where he is.
- C. It is the main explanation for the narrator’s anger; it builds disorientation by preventing the narrator from determining the dimensions of his cell.
- D. It is the initial explanation for the narrator’s suspicion; it builds uncertainty by preventing the narrator from discovering who placed him in the cell.

Correct Answer: A

◆ **Question 11**

In paragraph 4 of Text 2, the speaker falls asleep. How does this event impact the text?

- A. His overpowering need for rest shows how extremely dark his jail cell is.
- B. His desire to rest demonstrates his anticipation of the exhausting days that will be coming in the near future.
- C. His inability to stay awake heightens the confusion and emphasizes the disorientation he feels with his surroundings.

- D. D. His many naps reveal the horrible ordeal he has been through prior to finding himself in the cell.

Correct Answer: C

2. SAT – [Practice Test #1 Items](#)

◆ **Question 4**

Which reaction does Akira most fear from Chie?

- A. She will consider his proposal inappropriate.
- B. She will mistake his earnestness for immaturity.
- C. She will consider his unscheduled visit an imposition.
- D. She will underestimate the sincerity of his emotions.

Correct Answer: A

◆ **Question 6**

In the passage, Akira addresses Chie with

- A. affection but not genuine love.
- B. objectivity but not complete impartiality.
- C. amusement but not mocking disparagement.
- D. respect but not utter deference.

Correct Answer: D

3. AP English Literature and Composition – [Sample Questions](#) (use Chrome or Firefox. Internet Explorer will not open the link)

◆ **Question 3**

It can be inferred that the vicar mentioned in line 18 was

- (a) not particularly interested in theology
- (b) not very well regarded by female parishioners
- (c) too pious to please the Dodsons
- (d) too impractical to keep the church on a sound financial footing
- (e) more ascetic than his parishioners might have wished

Correct Answer: A

◆ **Question 5**

By commenting that the Dodsons viewed the things described in lines 23–28 as being “of equal necessity,” the narrator emphasizes the Dodsons’

- (a) dislike of empty ceremony
- (b) failure to acknowledge their own mortality
- (c) keen sense of their own spiritual shortcomings
- (d) Indifference to traditional Protestant practices followed by their parents
- (e) tendency not to distinguish between the spiritual and the practical

Correct Answer: E

◆ **Question 25**

The narrator reveals the family's fundamental feeling for the house and its location primarily through

- (a) depiction of earlier scenes of family stress
- (b) direct allusion to family ancestors
- (c) analysis of the family's respectability
- (d) evocation of ordinary sensory pleasures
- (e) description of onerous family chores

Correct Answer: D