

Vertical Progression:

8th Grade	<p>RL 8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>
9th-10th Grade	<p>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.</p>
11th-12th Grade	<p>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.</p>
College and Career Readiness Standard	<p>CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>

Students will demonstrate command of the Standard by:

- Analyzing the relationship between text organization and development of ideas
- Analyzing the relationship between form/structure and meaning in text
- Analyzing how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact
- Identifying organizational structures (e.g., introduction of story, falling action, resolution)

Vocabulary:

- | | | |
|-------------|--------------|-------------|
| • Aesthetic | • Evaluate | • Structure |
| • Analyze | • Exposition | • Text |
| • Author | • Impact | • Tragic |
| • Comedic | • Meaning | |
| • Engaging | • Resolution | |

Question Stems:

- How would the story change if _____ (structural element) was changed?
- What structural element would you change to make a greater aesthetic impact?
- How does the author use structural elements to develop to aesthetic impact of _____?
- How does the author order the events? What effect does it have on _____?

PARCC Evidence Statement:

- Provides an analysis of 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.

Sample Instructional/Assessment Tasks:

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

◆ **Question 3**

How does Hawthorne’s choice to begin Text 1 with a description of activities that take place Sunday morning before church services impact the story?

- A. It highlights social structures that exist between men and women in the town.
- B. It reveals the reason Parson Hooper is out with his veil.
- C. It emphasizes the importance of the church in the community.
- D. It hints at the activities Parson Hooper will speak about during his sermon.

Correct Answer: C

2. **SAT – [Practice Test #1 Items](#)**

◆ **Question 2**

Which choice best describes the developmental pattern of the passage?

- A. A careful analysis of a traditional practice
- B. A detailed depiction of a meaningful encounter
- C. A definitive response to a series of questions
- D. A cheerful recounting of an amusing anecdote

Correct Answer: B

◆ **Question 7**

The main purpose of the first paragraph is to

- A. describe a culture.
- B. criticize a tradition.
- C. question a suggestion.
- D. analyze a reaction.

Correct Answer: D

3. **AP English Literature and Composition – [Sample Questions](#)**

◆ **Question 24**

The chief effect of the first paragraph is to

- (a) foreshadow the outcome of Papa’s meeting
- (b) signal that change in the family’s life is overdue
- (c) convey the women’s attachment to the house
- (d) emphasize the deteriorating condition of the house
- (e) echo the fragmented conversation of the three women

Correct Answer: C