

### Vertical Progression:

<b>4<sup>th</sup> Grade</b>	<p><b>RL 4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>
<b>5<sup>th</sup> Grade</b>	<p><b>RL 5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>
<b>6<sup>th</sup> Grade</b>	<p><b>RL 6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
<b>7<sup>th</sup> Grade</b>	<p><b>RL 7.5</b> Analyze how a drama's or a poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>

### Students will demonstrate command of the Standard by:

- Identifying genre
- Identifying text features
- Identifying text structures
- Identifying text's purpose and theme
- Making predictions about text based on its text structures
- Describing the connections between text structure and the text's purpose and theme
- Making connections between author's choice of text structure and the text's purpose and theme
- Explaining how structure enhances the text's purpose and theme
- Describing the relationship between text structure and development of ideas
- Describing the relationship between form/structure and meaning in text

### Vocabulary:

- |               |                          |             |
|---------------|--------------------------|-------------|
| • Analyze     | • Organizational pattern | • Story     |
| • Chapter     | • Paragraph plot         | • Structure |
| • Development | • Scene                  | • Text      |
| • Drama       | • Sentence               | • Theme     |
| • Form        | • Setting                |             |
| • Idea        | • Stanza                 |             |

#### Question Stems:

- How does chapter \_\_\_ contribute to the rising action of the novel? Use information from the novel to support your analysis.
- How does the author use scene \_\_\_ to begin to develop the theme of the play? Use information from the scene to support your analysis.
- How does the description in stanza \_\_\_ establish the setting of the poem? Use information from the poem to support your analysis.
- Analyze how chapter \_\_\_ contributes to the development of the theme/setting/plot of the book. Use information from the text to support your analysis.
- Analyze how scene \_\_\_ contributes to the overall structure of the drama. Use information from the text to support your analysis.
- How does the structure of the text contribute to the development of the theme/setting/plot?
- What words help the development of the theme, setting or plot?
- How does \_\_\_\_\_ contribute to the development of the theme, setting, or plot?
- How does the sentence, chapter, scene, or stanza fit into the overall structure of a \_\_\_\_\_?
- Analyze the text structure and explain why the author chose to write it this way.

#### PARCC Evidence Statement:

- Provides an analysis of how a particular sentence, chapter, scene, or stanza **fits into the overall structure of a text**.
- Provides an analysis of how a particular sentence, chapter, scene, or stanza **contributes to the development of the theme, setting, or plot**.

#### Sample Instructional/Assessment Tasks:

##### 1. PARCC – [6th Grade Practice Test Items](#)

- ◆ **Question 2 - Part A** ([link](#))      **Passage** ([link](#))  
Read the sentence from paragraph 5 in the passage from *Boy's Life*.

The world was out there, waiting beyond the square metal-rimmed windows.

How does the sentence help develop the plot of the passage?

- A. It presents the climax.
- B. It represents the conflict.
- C. It indicates how the action changes.
- D. It establishes how the speaker learns a lesson.

**Correct Answer: B**

- ◆ **Question 29 - Part A** ([link](#))      **Passage** ([link](#))  
How does the storm in paragraph 5 contribute to the passage?
- A. It develops the weather as a villain character type.
- B. It introduces Sally's concern about bad weather.
- C. It establishes a conflict between the characters.
- D. It represents Sally's fear of her changing situation.

**Correct Answer: D**

◆ **Question 30 - Part A** ([link](#))

**Passage** ([link](#))

Which option describes the main purpose of paragraph 8 in the passage?

- A. to give the reasons Mrs. Chipley and Sally are going to Aunt Sarah's house
- B. to reveal that Sally's Aunt Sarah will be in town only for a short time
- C. to show Sally's confusion about how to handle the situation
- D. to explain that Mrs. Chipley has a daughter who needs help

**Correct Answer: A**

◆ **Question 35 - Part A** ([link](#))

**Passage** ([link](#))

What is the relationship between the song at the beginning of the passage from *The Life of a Ship from the Launch to the Wreck* and the story that comes after it?

- A. It sets the tone for how Davy feels about the sea.
- B. It gives the reader information about Davy's life.
- C. It helps the reader understand the symbolism of sea travel.
- D. It establishes the perspective Davy's family has about the sea.

**Correct Answer: A**

2. **Achieve the Core – [Grade 6 Literature Mini-Assessment](#)**

◆ **Question 3** ([link](#))

**Passage** ([link](#))

Reread paragraph 12 of Text 1. “My brain is whirling around. My feet start shifting under the desk.” How does this paragraph move the plot of the story forward?

- A. Now Grace thinks about leaving and helping her mother with the work at home.
- B. Now Grace starts hoping that the letter will change conditions at the mill.
- C. Now Grace understands why Arthur and Miss Lesley are writing the letter.
- D. Now Grace starts thinking about writing a similar letter by herself.

**Correct Answer: C**

◆ **Question 8** ([link](#))

**Passage** ([link](#))

In Text 2, the author includes the event describing the children getting into a fight to show that

- A. the children feel helpless when they find out that many other children live as slaves.
- B. the children will do anything to avoid returning to work after their break.
- C. the children have to work like adults, but they still act like children when they can.
- D. the children know they must create a distraction so one of them can escape and contact authorities.

**Correct Answer: D**