

### Vertical Progression:

<b>6<sup>th</sup> Grade</b>	<b>RL 6.3</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>7<sup>th</sup> Grade</b>	<b>RL 7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>8<sup>th</sup> Grade</b>	<b>RL 8.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>9<sup>th</sup>-10<sup>th</sup> Grade</b>	<b>RL 9-10.3</b> 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.

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

- Explaining the story elements in a literary work
- Explaining elements of drama in a literary work
- Identifying various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society)
- Differentiating among character types and roles within a story or drama
- Identifying kinds of dialogue
- Explaining what specific lines of dialogue reveal about characters
- Explaining (tell, write, or graphically represent) how characters, events, setting, and plot elements interact to create/show mood and tone
- Analyzing how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision

### Vocabulary:

- |             |            |           |
|-------------|------------|-----------|
| • Action    | • Dialogue | • Propel  |
| • Analyze   | • Drama    | • Provoke |
| • Character | • Impact   | • Reveal  |
| • Decision  | • Incident | • Story   |

### Question Stems:

- How did the character's response to his \_\_\_\_\_ provoke a decision in this story? Use evidence from the story in your analysis.

- What did the incident reveal about the main character? Use evidence from the story in your analysis.
- How did the character's actions at \_\_\_\_\_ propel the action in the drama? Use evidence from the drama in your analysis.
- What is the most likely reason the author had the character \_\_\_\_\_ rather than \_\_\_\_\_? Use information from the story in your analysis.
- What statement(s) or action(s) lead to a shift in advancement in the events of the story?
- What is revealed about the character by events or dialogue?
- What decision is provoked by \_\_\_\_\_ incident?

#### PARCC Evidence Statement:

- Provides an analysis of how particular lines of dialogue or incidents in a story or drama **propel the action**.
- Provides an analysis of how particular lines of dialogue or incidents in a story or drama **provoke a decision**.
- Provides an analysis of how particular lines of dialogue or incidents in a story or drama reveal **aspects of a character**.

#### Sample Instructional/Assessment Tasks:

##### 1. PARCC – 8<sup>th</sup> Grade Practice Test Items

◆ **Question 2 - Part A** ([link](#))      **Passage** ([link](#))

What attitude does the narrator of *Confetti Girl* reveal when she uses the book as a coaster in paragraph 34?

- A. worry about being able to finish her schoolwork
- B. dishonesty in lying to her father about her homework
- C. carelessness when it comes to doing household chores
- D. resentment of her father's efforts to impose his interests on her

**Correct Answer: D**

◆ **Question 5 - Part A** ([link](#))      **Passages** (1<sup>st</sup> passage [link](#) and 2<sup>nd</sup> passage [link](#))

In both passages, what causes the conflict between the narrator and her parent?

- A. The narrator does something to disappoint her parent.
- B. The narrator misunderstands her parent's intentions.
- C. The parent acts in a way that neglects the narrator's interests.
- D. The parent makes a mess that the narrator will have to clean up.

**Correct Answer: C**

◆ **Question 6 - Part A** ([link](#))      **Passages** (1<sup>st</sup> passage [link](#) and 2<sup>nd</sup> passage [link](#))

The passage from *Confetti Girl* begins with the narrator's memories of her mother (paragraph 1). The passage from *Tortilla Sun* ends with Izzy's thoughts about the baseball that belonged to her father (paragraph 46). How do these paragraphs contribute to an understanding of both narrators?

- A. The paragraphs reveal that the narrators have little reason to feel upset about their present situations.
- B. The paragraphs suggest the efforts the narrators will go to so that they may please their parents.

- C. The paragraphs emphasize the fact that the narrators may not be reporting events truthfully.
- D. The paragraphs highlight the narrators' strong desire to regain a sense of closeness.

**Correct Answer: D**

◆ **Question 28 - Part A** ([link](#))      **Passage** ([link](#))

How does paragraph 1 help to develop the plot of the passage?

- A. The paragraph creates admiration for Bahauddin Shah by describing his determination.
- B. The paragraph establishes the conflict by explaining the reason Bahauddin Shah is alone in the dark.
- C. The paragraph creates suspense by providing sensory details in the scene.
- D. The paragraph foreshadows later events in the passage by describing the rising action.

**Correct Answer: C**

◆ **Question 29 - Part A** ([link](#))      **Passage** ([link](#))

What aspect of Bahauddin Shah's character is revealed throughout the passage?

- A. He does not give up when faced with difficult circumstances.
- B. He takes his position in Balabad seriously.
- C. He is concerned about the well-being of his fellow citizens of Balabad.
- D. He has confidence that the city will remain untouched.

**Correct Answer: A**

## 2. Achieve the Core – [Grade 8 Literature Mini-Assessment](#)

◆ **Question 6** ([link](#))      **Passage** ([link](#))

In Text 2, how does the shift in setting from the kitchen to the table in Stanza 2 to Stanza 3 mainly impact the poem?

- A. It reveals the speaker's decision to develop deeper friendships.
- B. It reflects the speaker's determination and desire for progress.
- C. It proves that the ideals and values of the nation have already changed.
- D. It warns that humans must strive to make fewer demands of one another.

**Correct Answer: B**