

Vertical Progression:

6th Grade	RL 6.5 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.
7th Grade	RL 7.5 Analyze how a drama's or a poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
8th Grade	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.
9th-10th Grade	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.

Students will demonstrate command of the Standard by:

- Comparing the structures of two or more genres
- Analyzing connections between text structure and the text's purpose/theme
- Analyzing connections between author's choice of text structure and the text's purpose/theme
- Analyzing how text structure enhances text's purpose/theme/style
- Explaining how the purpose/theme can vary when the author chooses different text structures
- Analyzing the relationship between text structure and development of ideas
- Comparing the relationship between form/structure and meaning in two or more texts
- Analyzing how the differing structure of texts contribute to their meaning and style

Vocabulary:

- | | | |
|------------|-------------|-------------|
| • Analyze | • Develop | • Sentence |
| • Compare | • Meaning | • Structure |
| • Concept | • Paragraph | • Style |
| • Contrast | • Refine | • Text |
| • Detail | • Role | |

Question Stems:

- After reading two or more texts, compare and contrast their structure. What is the most likely reason each

author selected the text structure he/she did? Use examples from the texts in your analysis.

- After reading two or more texts, compare and contrast their structure. Which structure is more effective? Why? Use examples from the texts in your analysis.
- After reading two or more texts, how does the structure of each contribute to its style? Use examples from the texts in your analysis.
- After reading two or more texts, how does the structure of each contribute to its meaning? Use examples from the texts in your analysis.
- What is the structure of each text?
- How are the structures similar/different?
- What is the meaning of each text?
- How does the structure of the text contribute to its meaning?
- How would the meaning of the text have been different if it were written as a _____?

PARCC Evidence Statement:

- Provides a comparison and contrast of the structure of two or more texts.
- Provides an analysis of how the differing structure of each text contributes to its meaning and style.

Sample Instructional/Assessment Tasks:

1. PARCC – [8th Grade Practice Test Items](#)

◆ Question 6 - Part A ([link](#))

Passages (1st passage [link](#) and 2nd 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

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

◆ Question 2 ([link](#))

Passage ([link](#))

How does the structure of the poem contribute to its overall meaning?

- A. The gradual increase in line length accentuates the important role that women play in creating America's strength.
- B. The inconsistent line length emphasizes the novelty of each worker's contribution to America.
- C. The repeated references to songs develop the idea that each worker performs a similar function in American society.
- D. The list of a wide variety of workers highlights the unique contribution each worker makes to America

Correct Answer: D

◆ **Question 8** ([link](#))

Passage ([link](#))

Beside each aspect of the poem “I, Too, Sing America,” write its corresponding effect.

Aspects

1. Use of simple language and short lines → _____

2. Use of transitional words (But, Tomorrow, Besides) → _____

3. Use of similar language in the first and last lines (I, too, sing America/I, too, am America)
→ _____

4. Use of varying numbers of lines in each stanza → _____

Effects

- Emphasizes the central idea of the poem
- Reflects the speaker’s feelings of individuality and independence
- Heightens the impact of each individual word or phrase
- Foreshadows differences between the speaker’s present reality and his intended future

Correct Answer: Multiple Correct

1. Use of simple language and short lines → Heightens the impact of each individual word or phrase. The carefully selected, simple language emphasizes the straightforward nature of the speaker’s message.

2. Use of transitional words (But, Tomorrow, Besides) → Foreshadows differences between the speaker’s present reality and his intended future. The use of transitional words throughout the poem focuses the reader on what is, but also, and what could be.

3. Use of similar language in the first and last lines (I, too, sing America/I, too, am America) → Emphasizes the central idea of the poem. By beginning and concluding with this key message, the reader cannot escape the speaker’s perspective.

4. Use of varying numbers of lines in each stanza → Reflects the speaker’s feelings of individuality and independence. The varying stanza length show that the speaker feels that he is offers a unique contribution to the American “song,” and he wants his contribution counted.