

**Vertical Progression:**

<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.
<b>11<sup>th</sup>-12<sup>th</sup> Grade</b>	<b>RL 11-12.3</b> 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).

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

- Analyzing character interactions
- Differentiating among complex or multidimensional character types and roles within a story or drama
- Identifying multiple and/or conflicting motivations of complex characters
- Explaining what specific lines of dialogue reveal about characters
- Identifying various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society)
- Explaining (tell, write, or graphically represent) how characters, events, setting, and plot elements interact to create/ show mood and tone and theme
- Explaining (tell, write, or graphically represent) how characters, events, setting, and plot elements advance the plot or develop the theme

**Vocabulary:**

- Analyze
- Character
- Complex
- Conflict
- Develop
- Interact
- Motivation
- Plot
- Text
- Theme

**Question Stems:**

- 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?

- Which character can be described as complex based on motivations?
- What are his or her motivations? Are they conflicting? If so, how?
- How are the character motivations developed over the course of the text?
- Which interactions between characters contribute to the development of the theme?
- How does \_\_\_\_\_ (a character) develop over the course of the drama? Use examples from the drama in your analysis.
- Use examples from the drama in your analysis.
- How does the development of \_\_\_\_\_ (a character) over the course of the story advance the plot? Use examples from the story in your analysis.
- How does the author use the actions of \_\_\_\_\_ (a character) over the course of the story to develop the theme? Use examples from the story in your analysis.
- How does the author use \_\_\_\_\_ interactions with the other characters in the novel to advance the plot? Use examples from the novel in your analysis.

#### PARCC Evidence Statement:

- Provides an analysis of how complex characters (those with multiple or conflicting motivations) **develop** over the course of a text.
- Provides an analysis of how complex characters (those with multiple or conflicting motivations) **interact with** other characters over the course of the text.
- Provides an analysis of how complex characters (those with multiple or conflicting motivations) **advance the plot** over the course of the text.
- Provides an analysis of how complex characters (those with multiple or conflicting motivations) **develop the theme** over the course of the text.

#### Sample Instructional/Assessment Tasks:

##### 1. PARCC – [9th Grade Practice Test Items](#)

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

Which statement describes George's interaction with the townspeople in paragraphs 7 and 8 of the story?

- A. The townspeople wish George well, but their attention makes him uncomfortable.
- B. The townspeople eagerly await George's departure, and he is glad to be seeking new adventures elsewhere.
- C. The townspeople support George's ambitions, and he resolves to fulfill their hopes for him.
- D. The townspeople and George will miss each other, but he is comforted by their heartfelt goodbyes.

**Correct Answer: A**

###### ◆ Question 5 - Part A ([link](#))      Passage ([link](#))

How does the author **most** develop Howard's character over the course of the passage?

- A. through Howard's interactions and conversations with William
- B. through Howard's longing to see his mother again
- C. through Howard's responses to the setting during his journey to Grant's house

- D. through Howard's reactions to his past memories and present events

**Correct Answer: D**

◆ **Question 24 - Part A** ([link](#)) **Passage** ([link](#))

Which sentence **best** describes the narrator's actions that advance the plot?

- A. He shares that he is fond of practical jokes.
- B. He pretends as though nothing is wrong.
- C. He goes to bed later than the other guests.
- D. He guards against a practical joke.

**Correct Answer: D**

◆ **Question 27 - Part A** ([link](#)) **Passage** ([link](#))

Which circumstance **most** surprises the narrator in the passage?

- A. how upset the maid is
- B. how unpleasant the strange man is
- C. how unconcerned Mr. Skimpole is
- D. how amazed Richard is

**Correct Answer: C**

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

Which statement describes a way in which Mr. Skimpole attempts to obtain the money he needs?

- A. He shows great respect for the stranger to prove his innocence.
- B. He preoccupies himself with fanciful pursuits to avoid facing reality.
- C. He behaves charmingly to Miss Summerson to appear as if he is doing her a favor.
- D. He asks thought-provoking questions to show off his philosophical talents.

**Correct Answer: C**

2. **Achieve the Core – [Grade 10 Literature Mini-Assessment](#)**

◆ **Question 2**

Based on the passage, what are Antony's true feelings about Caesar?

- A. He feels resentment toward Caesar.
- B. He feels envious of Caesar.
- C. He feels loyal to Caesar.
- D. He feels curious about Caesar.

**Correct Answer: C**

◆ **Question 3**

In his speech, Antony disproves Brutus' assertion that Caesar was ambitious. Highlight the lines from the first part of Antony's speech (lines 1–35) that disprove the claim of Caesar's ambitious nature.

**Correct Answers:**

Option1: He hath brought many captives home to Rome / Whose ransoms did the general coffers fill:

Option 2: When the poor have cried, Caesar hath wept:

Option 3: I thrice presented him a kingly crown, / Which he did thrice refuse:

**Rationales for Options**

Option 1: Instead of only caring for his wealth, Caesar’s conquests brought financial gains to all Romans.

Option 2: Instead of being self-centered, Caesar cared for his fellow Romans and sympathized with them.

Option 3: Instead of seeking power, Caesar refused it multiple times

◆ **Question 6**

What is Antony’s intention when he refers to Brutus and others as “honourable men”?

- A. He is encouraging the crowd to show respect to the Roman leaders.
- B. He is saying one thing while meaning the opposite.
- C. He is establishing himself as a good judge of character.
- D. He is calming the crowd by using purposeful word choice.

**Correct Answer: B**

3. **PSAT – [Practice Test #1 Items](#)**

◆ **Question 3**

The narrator indicates that the particular nature of Emma’s upbringing resulted in her being

- A. despondent
- B. self-satisfied.
- C. friendless.
- D. inconsiderate.

**Correct Answer: B**

◆ **Question 7**

It can most reasonably be inferred that after Miss Taylor married, she had

- A. less patience with Mr. Woodhouse.
- B. fewer interactions with Emma.
- C. more close friends than Emma.
- D. an increased appreciation for Emma.

**Correct Answer: B**