

Vertical Progression:

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.
11th-12th Grade	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.

Students will demonstrate command of the Standard by:

- Recognizing and understanding time manipulation techniques
- Analyzing the relationship between text organization and development of ideas
- Analyzing the relationship between form/structure and meaning in text
- Identifying organizational structures (e.g., flashback, foreshadowing, pacing)
- Analyzing how the differing structure of texts contribute to their meaning and style
- Analyzing why an author would structure a text, order, or manipulate time in his or her writing

Vocabulary:

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|------------|--------------|-------------|
| • Analysis | • Flashback | • Refine |
| • Analyze | • Idea | • Section |
| • Author | • Manipulate | • Sentence |
| • Chapter | • Mystery | • Series |
| • Claim | • Pacing | • Structure |
| • Detail | • Paragraph | • Surprise |
| • Develop | • Parallel | • Tension |
| • Event | • Plot | • Text |

Question Stems:

- How does the structure of the text contribute to its meaning?
- How does the author order the events? What is the effect?
- Identify the devices used to manipulate time.
- How does the (structural element) create the effect of _____?
- How does the text structure the author chose contribute to the story? Use examples from the story in your analysis.
- How does the order of events contribute to the drama? Use examples from the drama in your analysis.
- How does having parallel plots contribute to the drama? Use examples from the drama in your analysis.
- How does the manipulation of time contribute to the story? Use examples from the story in your analysis.
- How does the author create mystery/tension/surprise in the story/drama? Use examples from the story/drama in your analysis.
- How would the meaning of the text have been different if it were written as a _____?

PARCC Evidence Statement:

- Provides an analysis of 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.

Sample Instructional/Assessment Tasks:

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

- ◆ **Question 7 - ([link](#))** **Passages** (1st passage [link](#) and 2nd passage [link](#))
The story "Departure" describes a character leaving home, and the passage from "Up the Coolly" describes a character returning home. Write an essay that analyzes how the narrators relate the events about the journeys in a manner that builds mystery and/or tension. Be sure to use support from both texts in developing your response.

Correct Answer: [Refer to PARCC Grade 6-11 Scoring Rubric](#)

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

- ◆ **Question 5**
In lines 49–50 Antony says, “But here’s a parchment with the seal of Caesar; I found it in his closet, ‘tis his will.” What does Antony accomplish by introducing Caesar’s will into his speech at this point?
 - A. He mentions the will here and again later in the speech, developing the idea that Caesar had amassed riches because of his ambitious nature.
 - B. He begins a pattern of mentioning the will and then refusing to read it, so that the crowd will demand to hear what the will says.
 - C. He first brings up the will to make Caesar seem human to the crowd, and he continues to mention the will to distract the crowd from violence.
 - D. He refers to the will several times, showing that Caesar had a home and family and attempting to appeal to the crowd’s sense of compassion.

Correct Answer: B

3. PSAT – [Practice Test #2 Items](#)

◆ **Question 3**

In the context of Falvo’s instructions to the runners, the main purpose of lines 24-27 (“Pace . . . OK”) is to

- A. provide useful general information to the group.
- B. emphasize and elaborate on advice given earlier.
- C. introduce a philosophy applicable to sports and life.
- D. reveal Falvo’s underlying motivation.

Correct Answer: B

◆ **Question 4**

In the context of the passage, “I shrugged” (line 23) and “‘Sure,’ I said” (line 28) mainly serve to show the narrator’s

- A. shyness.
- B. dismissiveness.
- C. dishonesty.
- D. hostility.

Correct Answer: B