


ANALYZING THE PLOT
English/Language Arts

Grades: 6-8

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Acceleration Approach

Standard has been accelerated by moving grade level 8 up to the standard used for CIM.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM
										

Organizing Overarching Concept (e.g. systems, patterns of change, models, scales):

Patterns of Change

Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning):

Bloom’s Taxonomy including analysis, synthesis, interpretation

Differentiation Features – Students:

- Use multiple higher-level skills
- Study a concept in multiple applications
- Design and/or construct a model based on principles or criteria
- Provided alternatives for tasks, products, and assessments
- Present oral and written communication to a real world audience

COMMON CURRICULUM GOAL

English/Language Arts – Reading

Develop an interpretation when reading literary text.

BENCHMARKS

English/Language Arts – Reading

CIM -Analyze the interactions between main and subordinate characters in a literary text (e.g. internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

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Archetypal Model

Analyze a plot from an advanced level literary text and then produce an alternative scene as an extension of, or an addition to, the original plot. This alternative plot scenario will include internal and external conflict, motivation, and relationships. The scene may be inserted at any juncture.

TASK DEMAND

Sample Task Activity

Students will examine the plot of an advanced level literary text such as *The Bear* by Chekhov. Students will create an extension of, or in addition to, Chekhov’s original plot by further developing conflict, motivations, and relationships through dialogue between characters. Characters may dress in historical clothing of era as represented in the play.

- **Questions**
- Why are the events of the story arranged as they are?
- What is the primary conflict and how does it reflect theme?
- Where is the climax? What does it reveal about the purpose of the story?
- What happens after the climax? How does it comment on the significance of the climax?
- What are the segments of the plot structure? Why is the story divided in this way?
- What moves the story line along? External action? Internal conflicts within characters? Both?

Questions for Chekhov’s story

- How does your plot extension alter Chekhov’s story?
- How does your scenario enhance the conflict, motivation and/or relationships in the story?
- Critique Chekhov’s mastery of plot within the story.

Implementation Time

- 60 minutes – Read/discuss *The Bear*
- 60 minutes - Research clothing for era
- 120 minutes – Work on assignment and homework
- 120 minutes – Staged reading of scene

Student was able to:	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
follow the scenario of the story line of <i>The Bear</i> .						
to develop conflict, motivation and/or relationships in the scenario.						
have the dialogue follow the original plot.						

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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input checked="" type="checkbox"/> Creative Problem Solving with Real Problems/Audience <input type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development	<input checked="" type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input checked="" type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p style="text-align: center;">English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> * Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts </div>			
Student _____ Grade _____		Teacher _____ School _____	
Date Initiated _____ Date Completed _____			
Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA			