

Providing Pathways to Excellence for Each Student

UNWRAP A STANDARD: WHAT DO STUDENTS HAVE TO KNOW AND BE ABLE TO DO?

SOL Domain: Reading Standards for Literature – Key Ideas and Plot Details

EOC Reading Reporting Categories and Skill Areas: Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies'

EOC Reading Reporting Category Weight: 42%of items

SOL: 9.RL.1.C Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.

Performance/Achievement Level Descriptors (ACT Aspire Format)

Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
I can identify how characters develop, interact with other characters, and advance the plots.	I can describe how characters develop over the course of texts, interact with other characters, and advance the plots or themes.	I can analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of texts, interact with other characters, and advance the plots or themes.	I can analyze and critique how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of texts, interact with other characters, and advance the plots or themes.

BUILDING BACKGROUND KNOWLEDGE AND SKILLS: FLASHBACK STANDARD

STANDARD: (background knowledge) **8.RL.1.C** Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text.

EXTENDING KNOWLEDGE: PREVIEW STANDARD

STANDARD: (when will they use this) **10.RL.1.C** Describe how different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.

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I can identify how <u>characters develop</u> , <u>interact with other characters</u> , and <u>advance the plots</u> .	I can describe how characters develop over the course of texts, interact with other characters, and advance the plots or themes.	I can analyze how <u>complex characters</u> (e.g., <u>those with multiple or conflicting motivations</u>) develop over the course of texts, interact with other characters, and advance the plots or themes.	I can analyze and critique how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of texts, interact with other characters, and advance the plots or themes.

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Standard Analysis

What do students need to know? What do they need to be able to do?

<p>Essential Knowledge/Concepts List the NOUNS</p> <p style="text-align: center;">Characters Plot Complex characters Conflicting motivations Multiple motivations Dynamic/Round Static/Flat Stereotype</p>	<p>Essential Skills List the VERBS or Verb Phrases:</p> <p style="text-align: center;">Identify Describe Analyze Critique Differentiate</p>
<p>Essential Vocabulary List all key vocabulary words:</p> <p style="text-align: center;">Plot Characters Text Theme Motivation Interact Analyze</p>	<p>DOK Level To what degree do students:</p> <p style="text-align: center;">DOK 1 DOK 2 DOK 3</p>
<p>Essential Questions List open-ended and "second" questions: What events or interactions with other characters contribute most to this change? How do these choices impact the plot and help develop a central theme? Evaluate how their response reveals deeper aspects of their personality and affects their relationships and the story's direction.</p>	

What are the lesson-sized, student-friendly **learning targets** that describe what students are learning about or learning to do? "I am learning about... (concept)" or "I am learning to do ... (skill)"

Learning Targets:			
I am learning to understand how characters can be complicated and have different or even conflicting motivations	I am learning to explain how a character changes throughout a story.	I am learning to describe how characters interact with each other and what that shows about them.	I am learning to explain how a character's actions and decisions affect the plot or help show the theme of the story

How will students demonstrate success towards the learning targets? What will they do or say to illustrate that success? These **success criteria** should be scaffolded, actionable, student-friendly, and aligned to the learning targets.
(3-5 Success Criteria per Learning Target is ideal)

Success Criteria:			
I can identify the main motivations of a character. I can describe the	I can identify a character that changes throughout a story.	I can give examples of how a character interacts with others. I can explain what	I can show how a character's choices move the plot forward or create conflict.

<p>main motivations of a character.</p> <p>I can explain how a character might have more than one motivation, and how those motivations might conflict with each other.</p>	<p>I can describe how a character changes or grows from the beginning to the end of the text.</p> <p>I can give reasons for the change using events or interactions from the story.</p>	<p>these interactions reveal about the character's personality, values, or goals.</p>	<p>I can explain how a character helps to develop the theme of the story.</p> <p>I can support my ideas with quotes or specific examples from the text.</p>
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What evidence will be collected to assess students' level of mastery? (Exit tickets, CFAs, Projects?)

Evidence and Assessment:

Possible Exit Tickets

- LT 1: What are two different motivations that this character has, and how do they sometimes come into conflict with each other? Use evidence from the text to support your answer. (DOK 2)
- LT2: How does the main character change from the beginning to the end of the story, and what events or experiences cause this change? Use examples from the text to support your answer. (DOK 2)
- LT3: Choose a key scene from the text where two or more characters interact in a meaningful way. Analyze how their words, actions, and reactions reveal deeper aspects of their personalities, motivations, or relationships. How does this interaction contribute to the overall theme or conflict of the story? Use specific evidence from the text to support your analysis. (DOK 3)
- LT4: Explain how one important decision made by a character affects the direction of the plot or helps reveal a central theme of the story. Use details from the text to support your explanation. (DOK 3)

What instructional strategies will be used to ensure students will learn? How will we keep them engaged?

(Think-Pair-Share, Alpha-Sort, 4-Corners)

Instructional Strategies:

Thinking Routines: Explanation Game; Fan the Cards; Think, Puzzle Explore

What materials and resources need to be gathered? Where are they found? (Unit numbers, page-numbers, copies, slides, games, etc.)

Resources:

What will we do for students who have still not learned? How will we extend learning for students who know it?

See Guided Group sample

Possible Diagnostic Formative Assessment (DFA)

The Edge of the Canyon

Page County, Arizona, was known for its red rock canyons, blistering summers, and quiet, dust-swept towns. For 14-year-old Eli Sandoval, it was a place he couldn't wait to leave.

Eli had always felt out of step with the rest of the students at Antelope High. While most kids spent weekends dirt biking or fishing at Lake Powell, Eli holed up in the library reading mystery novels and sketching imaginary maps of places far from Page County. His dad, a park ranger who worked long hours in the canyons, often reminded him, "*You're lucky to live somewhere this beautiful.*" Eli would nod, but inside, he felt trapped—like a cactus in a glass case.

Everything changed when Ms. Raymond, the new English teacher, assigned a group project on "place and identity." Eli was paired with Lila Johnson, the most outgoing girl in school and captain of the junior hiking club. She was everything Eli wasn't loud, confident, and utterly in love with the Arizona wilderness.

At first, Eli resented the pairing. Lila insisted they hike Horseshoe Bend to "connect with the landscape." Eli wanted to write a poem instead. They argued—often. Lila accused Eli of being afraid to get out of his comfort zone. Eli said Lila didn't understand what it meant to feel *out of place*. But as the project continued, something unexpected happened: they began to listen to each other.

Lila admitted that she pushed people away because she was afraid of being left, like her older brother who had moved to Flagstaff and rarely called. Eli confessed that he didn't hate Page County—he just didn't know how to belong there. Slowly, their conflicting motivations started to shift. Lila became more thoughtful, and Eli began to take risks—small ones, like leading part of their group presentation, and eventually, joining her on that hike.

Standing at the edge of the canyon, Eli saw the landscape not as a prison, but a possibility. He realized that identity wasn't just where you were from—it was how you chose to grow within it. The project earned them an A, but more importantly, it sparked a friendship that surprised them both.

By the end of the school year, Eli wasn't in such a hurry to leave Page County. He had started sketching real maps—ones that included winding trails and canyon paths—and thinking maybe, just maybe, he could make a life there after all.

Item #1: Alignment to 9.RL.1.C.0 (Flashback to 8.RL.1.C)

What are Eli's interests at the beginning of the story?

Item #2: Alignment to 9.RL.1.C.1

Which of the following best describes how Eli's relationship with Lila contributes to the development of his character and the advancement of the plot?

- A. Their friendship distracts Eli from his goals, showing that relationships can be a source of conflict in a story.
- B. Lila challenges Eli's perspective, encouraging him to step out of his comfort zone, which helps him grow and changes the direction of the story.
- C. Eli uses his dislike for Lila to focus more on academics, demonstrating that isolation leads to personal success.
- D. Their group project fails, leading Eli to realize that he was right about Page County all along.

Item #3: Alignment to 9.RL.1.C.2

How do Eli and Lila's interactions throughout the story help each of them grow as characters, and how does their development contribute to the overall theme of identity and belonging? Use specific examples from the text to support your answer.

Item #4: Alignment to 9.RL.1.C.3

How do Eli's interactions with Lila during the group project reveal important aspects of his personality, values, or goals? Use specific examples from the text to support your explanation.

Item #5: Alignment to 9.RL.1.C.3

Analyze how Eli's evolving interactions with Lila reveal changes in his personality, values, or goals throughout the story *Page County*. How do these interactions help him begin to see his identity and his hometown differently? Support your answer with specific examples from the text and explain how they show his growth.

Item #6: Alignment to 9.RL.1.C.4

Eli and Lila both have conflicting motivations that shape their actions and interactions in *Page County*. Analyze how these motivations create tension and eventually lead to personal growth in both characters. How do their evolving relationship and individual changes help advance the story's central themes of identity and belonging? Use specific evidence from the text to support your analysis.

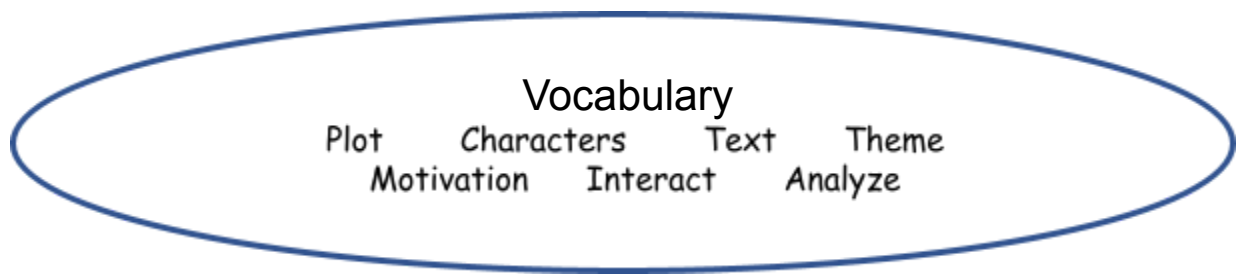
Guided Group Lesson

Date:

Standard: **Differentiate between** character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.

Warm-Up:

With your partner, design a character study that explores how dialogue and incidents influence decision-making in a narrative.



Emerging	Developing	Proficient	Distinguished
<p>Lesson focus:</p> <p>Create an alternate ending to the story, detailing how character interactions would change the plot and the overall message.</p>	<p>Lesson focus:</p> <p>Critique the author's methods for showcasing character development. What works well and what could be improved?</p>	<p>Lesson focus:</p> <p>Create a character map that illustrates the relationships and motivations of complex characters in a selected text.</p>	<p>Lesson focus:</p> <p>Create an alternative ending that changes the outcome for a complex character. How does this new ending alter the themes of the text?</p>

Observations:

What you notice about your students during small group instruction.

Next Steps:

What will you do with these students next?
 Change groups, repeat, etc.