



Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p><u>Questions to Focus Learning</u></p> <p>How do the dynamics among characters and plot lead to the resolution?</p> <p>The interactions of the elements are what creates dynamic and enjoyable stories.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know the plot is the storyline or series of events in the story.</p> <p>I know an episode is an incident in the course of the series of events.</p> <p>I can identify the stages of plot development: exposition, rising action, climax, falling action, resolution.</p> <p>I know the exposition is the beginning of a story, typically when setting, characters, and conflict(s) are introduced.</p> <p>I know the rising action is when tension builds and the conflict worsens.</p> <p>I know a climax is the height of the action or suspense in the plot.</p> <p>I know a turning point is an important event which changes the course of the story or causes characters to make important decisions.</p> <p>I know the falling action is the action which follows the climax.</p> <p>I know the resolution is the conclusion of the conflict(s) and is intended to bring the story to a satisfactory end.</p> <p>I can retell the series of plot events in order.</p> <p>I can identify the conflict in the story.</p> <p>I can describe the resolution.</p> <p>I know characters may change as the plot unfolds.</p> <p>I can identify characters' responses to events and interactions with other characters.</p>

Reasoning Targets

- I can describe how the plot unfolds, episode by episode.
- I can describe how characters respond as the plot moves forward.
- I can describe how characters change as the plot moves forward.
- I can describe the relationship between events and characters.
- I can describe the relationship between events in the plot as they lead to the resolution.
- I can describe the change in the characters as they reach the resolution.

Vocabulary

- climax
- conflict
- episodes
- exposition
- falling action
- plot
- resolution
- rising action
- tension
- turning point

Teacher Tips

- [Flashback and Foreshadowing](#) - A PowerPoint presentation on the use of flashback and foreshadowing.
- [Outlining Your Plot](#) - An exercise in plot analysis
- [Plot Roller Coaster](#) - Resource material for Plot Roller Coaster Lesson.
- [Plot Roller Coaster Lesson](#) - Students will describe the plot of a known novel.
- [Characterization and Prediction](#) - In this lesson, the classroom becomes a courtroom where students predict the outcome of this conflict.
- [Action is Character: Exploring Character Traits with Adjectives](#) - In this lesson from ReadWriteThink, students “become” one of the major characters in a book and describe themselves and other characters using lists of accurate, powerful adjectives.
- [Doodle Splash: Using Graphics to Discuss Literature](#) - This ReadWriteThink five-day lesson utilizes students' natural tendency to doodle.

[Everyone Loves a Mystery: A Genre Study](#) - In this lesson from ReadWriteThink, students examine story elements and vocabulary associated with mystery stories. First, students complete Internet activities designed to increase exposure to and appreciation of the mystery genre.

[Making Personal and Cultural Connections Using "A Girl Named Disaster"](#) - This ReadWriteThink lesson is intended to help students experience both “efferent” (reading for information) and “aesthetic” (reading as a personal, emotional experience) responses to a story.

[Plot structure: A Literary Elements Mini-Lesson](#) - In this lesson that introduces plot structure, the teacher activates prior knowledge about plot by discussing events in a story students have read recently. In small collaborative groups, students use Freytag's Pyramid, a graphic organizer for plot structure.

[Press Conference for "Bud, Not Buddy"](#) - This ReadWriteThink lesson can be used after the reading of *Bud, Not Buddy*, by Christopher Paul Curtis. The lesson encourages students to use higher-level thinking skills, and asks them to examine different character perspectives.

The following CCSS correlated resources are from ReadWorks.org:

[A Wrinkle in Time 6th Grade Unit: Lesson 3: Interpreting a Symbol](#)
[A Wrinkle in Time 6th Grade Unit: Lesson 4: Analyzing a Plot Conflict](#)
[America Street 6th Grade Unit: Genre Lesson: Short Story](#)
[America Street 6th Grade Unit: Lesson 2: Interpreting Perspective](#)
[America Street 6th Grade Unit: Lesson 3: Multiple Perspectives](#)
[America Street 6th Grade Unit: Lesson 4: Using Plot Elements to Retell a Story](#)
[Chasing Vermeer 6th Grade Unit: Genre Lesson: What is a Mystery?](#)
[Chasing Vermeer 6th Grade Unit: Lesson 1: Mysterious Plot Problems](#)
[Chasing Vermeer 6th Grade Unit: Lesson 3: Character's Motive](#)
[Chasing Vermeer 6th Grade Unit: Lesson 5: Red Herrings](#)
[Home of the Brave 6th Grade Unit: Lesson 3: Voice](#)
[Home of the Brave 6th Grade Unit: Lesson 4: Identifying Symbols](#)
[Keeping the Night Watch and Chess Rumble 6th Grade Unit: Lesson 3: Voice](#)
[Keeping the Night Watch and Chess Rumble 6th Grade Unit: Lesson 4: Identifying Symbols](#)
[Only You Can Save Mankind 6th Grade Unit: Genre Lesson: Science Fiction Only](#)
[You Can Save Mankind 6th Grade Unit: Lesson 2: Interpreting a Symbol Only](#)
[You Can Save Mankind 6th Grade Unit: Lesson 4: Analyzing a Plot Conflict](#)
[Sammy Keyes and the Hotel Thief 6th Grade Unit: Genre Lesson: What is a Mystery?](#)
[Sammy Keyes and the Hotel Thief 6th Grade Unit: Lesson 1: Mysterious Plot Problems](#)
[Sammy Keyes and the Hotel Thief 6th Grade Unit: Lesson 3: Character's Motive](#)
[Sammy Keyes and the Hotel Thief 6th Grade Unit: Lesson 4: Predicting a Mystery's Solution](#)
[Sammy Keyes and the Hotel Thief 6th Grade Unit: Lesson 5: Red Herrings](#)

[The House on Mango Street 6th Grade Unit: Genre Lesson: Short Story](#)
[The House on Mango Street 6th Grade Unit: Lesson 2: Interpreting Perspective](#)
[The House on Mango Street 6th Grade Unit: Lesson 3: Multiple Perspectives](#)
[The House on Mango Street 6th Grade Unit: Lesson 4: Using Plot Elements to Retell a Story](#)
[The Westing Game 6th Grade Unit: Genre Lesson: What is a Mystery?](#)
[The Westing Game 6th Grade Unit: Lesson 1: Mysterious Plot Problems](#)
[The Westing Game 6th Grade Unit: Lesson 2: Character's Motive](#)
[The Westing Game 6th Grade Unit: Lesson 4: Predicting a Mystery's Solution](#)
[The Westing Game 6th Grade Unit: Lesson 5: Red Herrings](#)

Vertical Progression

RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.
RL.1.3 - Describe characters, settings, and major events in a story, using key details.
RL.2.3 - Describe how characters in a story respond to major events and challenges.
RL.3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.9-10.3 - 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.
RL.11-12.3 - 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 are introduced and developed).

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.
Direct link for this standard: [RL.6.3](#)