

# Alternate Eligible Content (AEC) Example

**Subject:** ELA

**Grade:** 6

**AEC Code:** E06AK1.1.3a

**AEC:** Identify how the elements in the plot of a story interact

**Intent Statement:** Find elements of the plot (themes or symbols of a story, drama, poem) and their effect on each other.

**PA Reporting Category:** E06.A Literature Text

**PA Core Standards (List all that apply):** CC.1.3.6.C Describe how a particular story 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.

**Assessment Anchor:** E06.A-K.1 Key Ideas and Details

**Descriptor:** E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature

**Eligible Content:** E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

## AEC Coded

- KNOW: How elements in the plot interact
- DO: Identify
- CONTEXT: In the plot of a story

## Definition Notes:

**Plot:** The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action, and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict.

**Exposition:** The Beginning; **Rising Action:** Introduction of the Problem or Conflict; **Climax:** The High Point; **Falling Action:** Winding Down. Following the climax, the story begins to slowly wind down;

**Resolution:** how the story ends.

**Original Text:** [http://literatureproject.com/tom-sawyer/tom-sawyer\\_3.htm](http://literatureproject.com/tom-sawyer/tom-sawyer_3.htm) ;

## Most Complex Level

**Content Target:** Using a modified text and teacher guidance of answering factual comprehension questions from the text, use the elements of the story and state how it affects another element of the story using visual supports.

Pair the original text with the modified text. The original text should be read aloud by the teacher due to the cadence in which the original story is presented: [http://literatureproject.com/tom-sawyer/tom-sawyer\\_3.htm](http://literatureproject.com/tom-sawyer/tom-sawyer_3.htm)

## Example: Modified Text

Tom Sawyer lived with his Aunt Polly. Aunt Polly had lots of rules. Aunt Polly wanted Tom to be a good boy. Aunt Polly was mad when Tom broke the rules. She was mad that Tom was in a fight and

got his clothes muddy. Aunt Polly made Tom paint the long fence as punishment. Tom did not like to work. Tom did not want to paint the fence. Tom made a plan to get someone else to paint the fence. Tom saw his friend Ben. Tom told Ben that painting a fence is lots of fun. Ben thought giving Tom the apple would let him paint the fence. Other friends came by. Tom made them think painting was fun too. Tom's friends really wanted to paint. Tom watched his friends paint the fence. The fence had three coats of paint and Aunt Polly was happy. Tom did not do any of the work!

Teacher Says: Sometimes, what one character (person) in a story does affects what happens to another character (person). The actions of a character play a role in the plot of a story.

- Who are the characters in the story? (Aunt Polly, Tom, Ben, Tom's friends).
- Aunt Polly makes Tom work. What kind of work does Aunt Polly make Tom do? (paint the fence)
- Why does he have to do the work? (Got in a fight and got his clothes muddy)
- Did Tom like to paint? (No)
- Who paints the fence? (Tom's friends)

Now we will figure out the resolution of the story. "What makes Aunt Polly happy?"

Tom gets an apple.



The fence is painted.



Tom did none of the painting.



### **Mid Complexity Level**

**Content Target:** Using greatly modified text and supporting pictures/objects/video, answer selected elements questions and its impact on another story element by using visual supports from a choice of no more than 6 visuals.

#### **Example: Modified Text**

Original supporting video clip - Begin clip at 0:50: <https://www.youtube.com/watch?v=fip8lvbbgbk>  
Include picture/objects or other supports that assistance in the unique learning needs of your student.



Tom Sawyer lived with his Aunt Polly.

Aunt Polly had lots of rules.



Tom broke the rules.

He got into a fight and got dirty.



So, Aunt Polly made him work.

He had to paint the fence.

He did not want to paint the fence.

Tom tricked his friends into painting the fence.

Aunt Polly thought Tom did the work.  
She was happy the fence was painted.  
Tom was happy that he did not do any work!



Let's talk about what happened to the characters Tom and Aunt Polly in our story.

*Teacher Notes: A picture selection can be used to aid in comprehension while asking questions or when a student is responding. All or some of the pictures below can be used based on the needs of*

*each individual student when answering the questions (i.e, from a field of 6 or from a field of 2). Teacher can use their discretion to ask either questions 1, questions 2 or both with the visuals.*

- Question 1:
  - A. What does Aunt Polly make Tom do? (work/paint)
  - B. Why? (broke rules/got dirty)
- 
- Question 2:
  - A. Does Tom want to paint the fence? (no)
  - B. Who helps him paint the fence? (friends)
- 
- Question for everyone:
  - Who is happy? (Tom and/or Aunt Polly)
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### ***Least Complex Level***

**Content Target:** Using a significantly modified text and pictures/objects to support, when given a predetermined element within the story (characters), identify what effect the given element has on another element within the story by using picture choices.

**Example:** Include picture/objects or other supports that assistance in the unique learning needs of your student.



Tom lived with Aunt Polly.



Tom got dirty.



Aunt Polly got very mad.



Aunt Polly made Tom paint/work.

He did not like to paint/work.



Aunt Polly was mad. Show what happened to make her mad? (describe the pictures presented)

