### Part 1: Common Core READING Standards & MSS

**RL.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

<table>
<thead>
<tr>
<th>Character</th>
<th>Appearance</th>
<th>Self-perceptions</th>
<th>Perceptions of others</th>
<th>Actions toward others</th>
<th>Transformations</th>
<th>Role in the story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huckababy Finn</td>
<td>About 32 yrs old, bantam, needs hair cut, small hay</td>
<td>Vesey self as independent, worldly, adult-like, superior to others, morose</td>
<td>Vesey Africans American as stereotypes (folly, superstitious, dumb, deluded, and servile)</td>
<td>初期 friendship, later learns how to help others, with determination, becomes brave, learns how to communicate more effectively</td>
<td>Smaller figure in the overall scheme</td>
<td>Supporting role</td>
</tr>
<tr>
<td>Author</td>
<td>Mark Twain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part 2: Common Core WRITING Standards & MSS

**RL.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Explicit text vs. Inferences

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Explicit text vs. Inferences

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Montag is the protagonist (the main character)

What we know from the book about Montag
- Fireman – burns books (works for government)
- Feels life is meaningless / empty
- Hard time thinking for himself
- Wants to break free of his ignorance

Inferences about Montag (what the book doesn’t reveal but might be true)
- Bored with his life
- Doesn’t want to conform to society
- His job didn’t seem important to him anymore
- Something bad is going to happen to him

What the text leaves uncertain about Montag
- Why he became a fireman
- Whether he feels guilty about burning books
- Whether Montag is willing to go out on a limb to change things

What the author leaves uncertain in the story can be as important to the story as the information actually provided.
Explicit text vs. Inferences

How Plot Unfolds / Is Propelled

Determine Theme / Central Idea

Comparing Genres
Comparing Conveyances of Literature

The 9-12 Common Core English / Lang. Arts Standards

Key Ideas & Details
Craft & Structure
Integration of Knowledge & Ideas

Determine Theme / Central Idea

RL 9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Determine Theme / Central Idea

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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Assignment: Note evidence of each theme in Robin Hood

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Explicit text vs. Inferences

How Plot Unfolds / Is Propelled
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.

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.
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.

Event 1
How character responded

Event 2
How character responded

Event 3
How character responded

Event 4
How character responded

So what? What’s important to understand about this?
The 9-12 Common Core English / Lang. Arts Standards

READING LITERATURE

How Text Structure Contributes to Meaning

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.
The 9-12 Common Core English / Lang. Arts Standards
READING LITERATURE
Parallel Plots

Comparative/Contrast Matrix Completing
- Parallel Plots
  - Theme
  - Setting
  - Point of View
  - Character

The 9-12 Common Core English / Lang. Arts Standards
READING LITERATURE
Flashbacks

The Great Gatsby - Flashbacks

Great Gatsby - flashbacks
Jordan tells Nick how and when she first met Gatsby - pg. 79
Nick explains how Gatsby got his name & what his childhood was like - pg. 104
Point in story when flashback happens
What’s revealed in the flashback
How the flashback propels the plot

The 9-12 Common Core English / Lang. Arts Standards
READING LITERATURE
Tension

How Text Structure Contributes to Meaning
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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Romeo and Juliet
Sentence / Scene / Stanza
In plain English…

Plot Connection
One fairer than my love?
The all-seeing sun
Ne'er saw her match since first the world begun.

1.2
O! she doth teach the torches to burn bright

1.5
Deny thy father and refuse thy name.
Or if thou wilt not, be but sworn my love
And I'll no longer be a Capulet.

2.2
What's in a name?
That which we call a rose by any other name
would smell as sweet

2.2

Explicit text vs. Inferences
How Plot Unfolds / Is Propelled
Determine Theme / Central Idea
Comparing Genres
Comparing Conveyances of Literature

The 9-12 Common Core English / Lang. Arts Standards
Key Ideas & Details
Integration of Knowledge & Ideas
Craft & Structure

Point of View
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Comparing Conveyances of Story / Poem

BLD 10.6
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s landscape with the Fall of Icarus).
The 9-12 Common Core English / Lang. Arts Standards

READING LITERATURE

Key Ideas &
Details

Craft &
Structure

Integration of
Knowledge & Ideas

Comparing Genres

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Genres

Analyze how an author drawn on and transforms source material in a specific work

The Tempest

How Shakespeare transforms Biblical themes in the Tempest

Prospero is sometimes portrayed as God the Father in control of his world. ETC

Prospero or Iago mean what he wants them to mean. ETC

Prospero's magical powers allow him to punish his enemies. ETC

Prospero develops logical powers that allow him to parallel & forgive his adopted ETC