

Graphic Organizers for Common Core Standards-Based **READING**

In-Depth Analysis

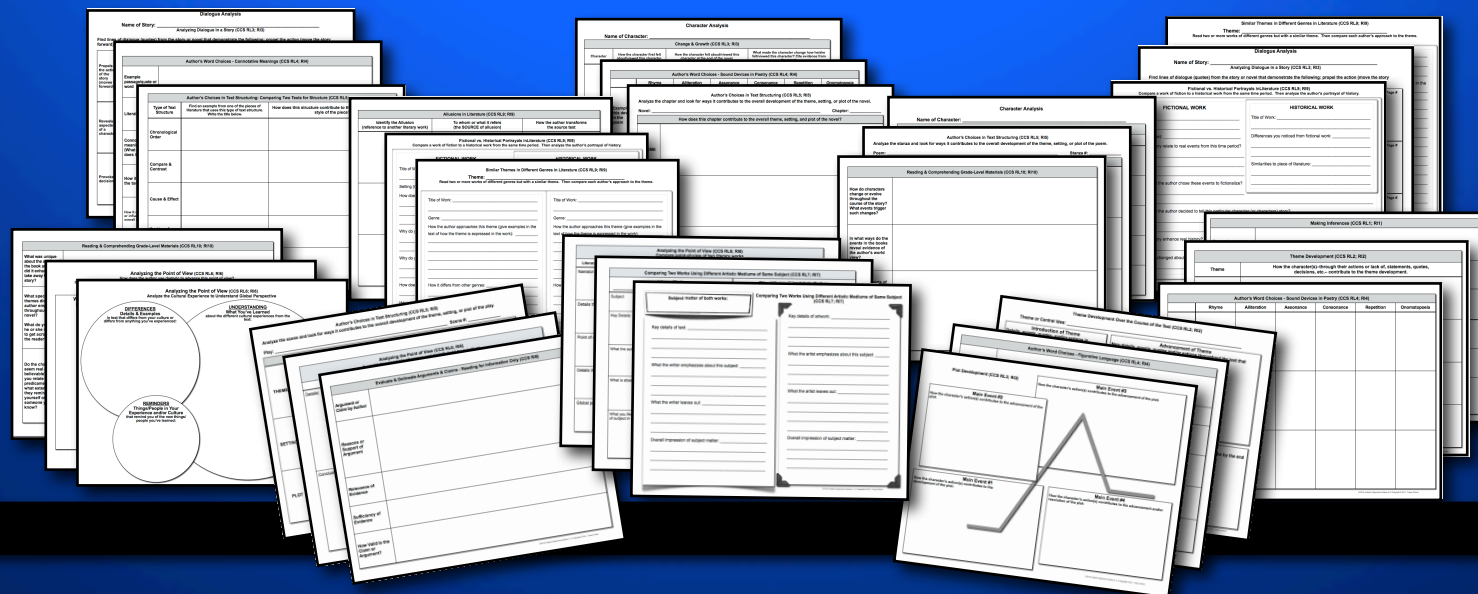
GRADES 11-12

Created by Tracee Orman

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57
handouts!



Common Core Standards-Based Graphic Organizers for Reading - Literature

Teachers: Use the following graphic organizers with any piece of literature to practice the skills in the Common Core Standards: Reading Literature. Each organizer is labeled with the correlating standard it practices. RL = Reading Literature and RI = Reading Informational. **This set is for grades 11-12 and includes 57 different organizers. Teacher's guide p. 63-64.**

Standard	Number of Organizers to Practice this Standard
1	4 (p. 5 - 8)
2	5 (p. 9 - 13)
3	11 (p. 14 - 24)
4	5 (p. 25 - 29)
5	9 (p. 30 - 38)
6	6 (p. 39 - 44)
7	4 (p. 45 - 49)
8	2 (RI only - does not apply to RL) (p. 50 - 51)
9	8 (p. 52 - 59)
10	3 (p. 60 - 62)

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To view the standards online, go to: www.corestandards.org
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Thank you for your purchase and I hope you find these organizers useful as you implement the Common Core Standards into your current curriculum.

If you have any questions, you may contact me at: hungergameslessons@gmail.com

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CCS Anchor Standards - Grades 11-12

Reading - Information	Reading - Literature
RI.11-12.1. 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.	RL.11-12.1. 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.
RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	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).
RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	8. (Not applicable to literature)
RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	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.
RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 12–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core State Standards - English Language Arts - Grades 11-12

from: <http://www.corestandards.org/the-standards/english-language-arts-standards/standard-10-range-quality-and-complexity-6-12/range-of-text-types-for-612/>

and <http://www.corestandards.org/the-standards/english-language-arts-standards/standard-10-range-quality-and-complexity-6-12/texts-illustrating-the-complexity-quality-and-range-of-student-reading-6-12/>

English Language Arts Standards » Standard 10: Range, Quality, & Complexity » Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

English Language Arts Standards » Standard 10: Range, Quality, & Complexity » Texts Illustrating the Complexity, Quality, & Range of Student Reading 6-12

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
11-CCR	<ul style="list-style-type: none"> • "Ode on a Grecian Urn" by John Keats (1820) • <i>Jane Eyre</i> by Charlotte Brontë (1848) • "Because I Could Not Stop for Death" by Emily Dickinson (1890) • <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925) • <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937) • <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959) • <i>The Namesake</i> by Jhumpa Lahiri (2003) 	<ul style="list-style-type: none"> • <i>Common Sense</i> by Thomas Paine (1776) • <i>Walden</i> by Henry David Thoreau (1854) • "Society and Solitude" by Ralph Waldo Emerson (1857) • "The Fallacy of Success" by G. K. Chesterton (1909) • <i>Black Boy</i> by Richard Wright (1945) • "Politics and the English Language" by George Orwell (1946) • "Take the Tortillas Out of Your Poetry" by Rudolfo Anaya (1995)

(From the website)

Note:

Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

You may download Appendix B and other resources from the CCSS here: <http://www.corestandards.org/the-standards>

Making Inferences (CCS RL1; RI1)

**Example passage
or quote from text**

**What you infer
from this passage**

**Evidence and
details that
support or
disprove your
inference**

**Example passage
or quote from text**

**What you infer
from this passage**

**Evidence and
details that
support or
disprove your
inference**

Making Inferences (CCS RL.1; RI.1)

What was
said?

Example
passage or
quote from text

“

”

What does
it mean?

What you infer
from this
passage

How do
you know?

Evidence and
details that
support or
disprove your
inference

Making Inferences (CCS RL.1; RI.1)

1. What was said?

Write the quote from the text in the bubble.

2. What was implied?

In the thought bubble, write what was inferred (or implied, but not spoken) from the quote.

3. How do you know?

Write examples of clues from the text that allowed you to draw those conclusions.

Making & Analyzing Inferences (CCS RL.1; RI.1)

What was said?
 {What the text says}

What does it mean?
 {What it means literally}

“

”

What else could this mean?
 {What this implies or infers}

How do I know?
 {Details & evidence that back up this claim}

Making & Analyzing Inferences (CCS RL.1; RI.1)

<p>What was said? <small>{What the text says}</small></p>	<p>What does it mean? <small>{What it means <u>literally</u>}</small></p>	<p>What else could this mean? <small>{What this implies or infers}</small></p>	<p>How do I know? <small>{Details & evidence that back up this claim}</small></p>
<p>“</p> <p>”</p>			
<p>“</p> <p>”</p>			

Making & Analyzing Inferences (CCS RL1; RI1)

What the text says	What I think it means	What this implies or infers	Details that back up this claim

Making & Analyzing Inferences (CCS RL1; RI1)

What the text says		Page(s):
What I think it means		
What this implies or infers		
Details that back up this claim		Page(s):

Uncertainties:

What *don't* you know?

• As you read the passage, write down questions you have that have not been answered. Use these questions to help you answer #1-3.

Left Hanging?

1. What has *not* been revealed by the writer?

2. Why do you think the writer has left out these details or facts?

3. Are they important to the story? Why or why not?

Theme Development (CCS RL2; RI2)

Theme

How the character(s)–through their actions or lack of, statements, quotes, decisions, etc.– contribute to the theme development.

Theme Development Over the Course of the Text (CCS RL2; RI2)

Theme or Central Idea: _____

Introduction of Theme

Details, events, quotes, and/or actions in beginning of text that introduce this theme:

Advancement of Theme

New details, events, quotes and/or actions throughout the text that continue to contribute this theme:

Summary of Theme

How all the contributing details emerge to solidify this theme by the end of the text:

Theme Development Over the Course of the Text (CCS RL2; RI2)
BUILDING BLOCKS

Block #2 - Building On the Foundation

Theme:

How is this theme revealed to you in the text?

How does it build upon the “foundation” theme?

Block #1 - The Foundation

Theme:

How is this theme revealed to you in the text?

Theme Development Over the Course of the Text (CCS RL2; RI2)
BUILDING BLOCKS - Start at the bottom with the “foundation” block.

Theme #2:

How is theme #2 revealed to you in the text?

How does theme #2 build upon theme #1?

The Foundation - Theme #1:

How is theme #1 revealed to you in the text?

What are the MAIN ideas?

Page
or paragraph #

1

2

3

**Summarizing Key Supporting Details & Ideas
(CCS RI.2)**

Theme Development Over the Course of the Text (CCS RL2; RI2)

OBJECTIVE summary of the text.

Summarize the text objectively (without opinion):

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Character Analysis

Name of Character: _____

How the character sees himself/herself - How others see the character (CCS RL3; RI3)	
What words does the character use to describe himself/herself?	What words do other characters use to describe the character?
What do these words tell you about the character and the decisions he/she has made?	

Character Analysis

Name of Character: _____

Problems/Challenges (CCS RL3; RI3)

What problems and /or challenges does this character face?

How does the character react to these problems/challenges?

Character Analysis

Name of Character: _____

Change & Growth through Events (CCS RL3; RI3)

Event	How does the character feel about this event?	How does this event affect the character?	How does the character change during/after this event? Give evidence from the text.

Character Analysis

Name of Character: _____

Change & Growth (CCS RL3; RI3)

Character	How the character first felt about/viewed this character.	How the character felt about/viewed this character at the end of the novel.	What made the character change how he/she felt/viewed this character? Cite evidence from the novel.

Plot Development (CCS RL3; RI3)

Main Event #3

How the character's action(s) contributes to the advancement of the plot:

Main Event #2

How the character's action(s) contributes to the advancement of the plot:

Main Event #1

How the character's action(s) contributes to the development of the plot:

Main Event #4

How the character's action(s) contributes to the advancement and/or resolution of the plot:

Character Analysis

Name of Character: _____

Plot Development (CCS RL3; RI3)		
Main Events	How character's action(s)—or lack of—contributes to the plot development.	How other characters contribute to the plot development through this event.

Elements of the Story

Name of Story: _____

Story Elements and their Impact on the Character and Plot (CCS RL3; RI3)				
	Setting	Order of Events	Point of View	Other Characters
How the main character is shaped (or developed) by this story element				
How the plot is shaped (or determined, influenced by, or moved along) by this story element				

Dialogue Analysis

Name of Story: _____

Analyzing Dialogue in a Story (CCS RL3; RI3)

Find lines of dialogue (quotes) from the story or novel that demonstrate the following: propel the action (move the story forward), reveal aspects of a character, and provoke a decision.

Propels the action of the story (moves it forward).	Write the quote (lines of dialogue):	Page #
	Why does this quote propel the action in the story?	
Reveals aspects of a character.	Write the quote (lines of dialogue):	Page #
	What does this quote reveal about the character?	
Provokes a decision.	Write the quote (lines of dialogue):	Page #
	What decision is provoked through this quote?	

Interactions in the Text Over Time (CCS RL3; RI3)

Select two events from the text and record them in the blank. In the middle section, explain how specific individuals, ideas, or the events interact and develop over the course of the text.

Event #1

Event #2

Impact of the Author's Choices (CCS RL3; RI3)

Select two ideas from the text and record them in the blank. In the middle section, explain how specific individuals or events, which are related to the ideas, interact and develop over the course of the text.

Idea #1

Idea #2

Impact of the Author's Choices (CCS RL3; RI3)

Select two characters or individuals from the text and record them in the blank. In the middle section, explain how specific ideas or events, which are related to the characters/individuals, interact and develop over the course of the text.

Character/Individual #1

Character/Individual #2

Author's Word Choices - Figurative Language (CCS RL4; RI4)	
Example passage/quote	
Figurative device being used	
Literal meaning	
Figurative meaning or connotation	
How it affects the tone	
How it contributes or influences the overall meaning	

Author's Word Choices - Connotative Meanings (CCS RL4; RI4)

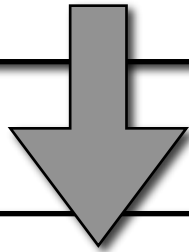
Example passage/quote or word	
Literal meaning	
Connotative meaning (What emotion does it evoke?)	
How it affects the tone	
How it contributes or influences the overall meaning	

Author's Word Choices - Sound Devices in Poetry (CCS RL4; RI4)						
	Rhyme	Alliteration	Assonance	Consonance	Repetition	Onomatopoeia
Example of this device in the poem						
How it affects the tone of the poem						
How it contributes or influences the overall meaning						

Author's Word Choices & Meaning Over the Course of the Text (CCS RL4; RI4)

Word: _____

Meaning or definition at beginning of text: _____



How this word is used later in the text: _____

How the meaning of this word changed over the course of the text: _____

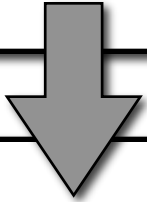
What affect does this change in meaning have on the reader or listener? _____

Shakespeare's Word Choices & Meaning Over the Course of the Play (CCS RL4; RI4)

Word or phrase: _____

Character who uses this word or phrase: _____

Meaning or definition at beginning of play: _____



How this word/phrase is used later: _____

How the meaning of this word changed or transformed: _____

What affect does this change in meaning have on the audience? _____

Author's Choices in Text Structuring (CCS RL.4 and RL.5)

Analyze the sentences and paragraphs of the story. Then answer the questions about the author's style.

1. Sentence structure: Does the author use shorter sentences, or longer, more complex sentences, or a mix of both?	
2. Word choice: Does the author use mostly simple, easy-to-understand words or long, formal words?	
3. Tone: What feeling (mood) is created when you read the story? Which words contribute to this mood?	
4. Dialogue: Do the characters have a specific vernacular (dialect, slang, regional characteristics)? Is the dialogue believable?	
5. Sensory details: Does the author use words that appeal to your five senses? Give examples.	
6. Figurative language: Does the author use words to paint pictures in your mind? Are there similes? Metaphors? Personification? Others?	

Author's Choices in Text Structuring (CCS RI.4 and RI.5)

Analyze the sentences and paragraphs of the text. Then answer the questions about the author's style.

<p>1. Sentence structure: Does the author use shorter sentences, or longer, more complex sentences, or a mix of both?</p>	
<p>2. Word choice: Does the author use mostly simple, easy-to-understand words or long, formal words?</p>	
<p>3. Tone: What feeling (mood) is created when you read the text? Which words contribute to this mood?</p>	
<p>4. Direct quotes: If the author uses direct quotes, describe the language the speaker (the person quoted) uses. Is it more formal? Does the person use slang or informal language? Does it sound authentic or believable?</p>	
<p>5. Sensory details: Does the author use words that appeal to your five senses? Give examples.</p>	
<p>6. Figurative language: Does the author use words to paint pictures in your mind? Are there similes? Metaphors? Personification? Others?</p>	

Author's Choices in Text Structuring (CCS RL5; RI5)

Structure	How author incorporates/uses this structure.	What effect(s) is created through this choice?
Pacing of events		
Flashbacks		
Foreshadowing		

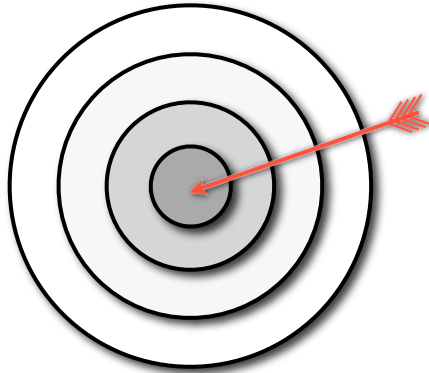
Author's Choices in Text Structuring: Comparing Two Texts for Structure (CCS RL5; RI5)

Type of Text Structure	Find an example from one of the pieces of literature that uses this type of text structure. Write the titles below.	How does this structure contribute to the overall meaning and style of the piece?
Chronological Order		
Compare & Contrast		
Cause & Effect		
Problem & Solution		
Main Idea		

Hit or Miss?

{a rubric for analyzing an expository or argumentative piece}

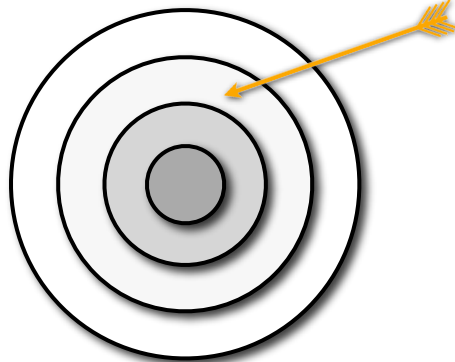
BULLSEYE!



SHARP SHOOTER!

- Clear points/arguments; easy to understand & follow
- Points/arguments are convincing; logical reasoning, makes sense, believable
- Points/arguments are engaging; meaningful, thought-provoking, initiates connections or further discussion

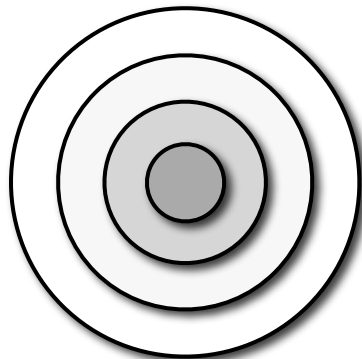
**CLOSE,
BUT NEEDS
WORK!**



JUST OFF THE MARK

- At least one point/argument is clear; other points are confusing; one or more may not make complete sense
- At least one point/argument is convincing; other points are not believable, but still able to follow the logic of the piece overall
- At least one point/argument is engaging; is somewhat thought-provoking, but most points do not initiate further interest

**BACK TO
TARGET
PRACTICE!**



WAY OFF TARGET




- Points/arguments are confusing or unclear; most are hard to follow
- Points/arguments are not convincing and seem unbelievable and/or illogical
- Points/arguments are not engaging; do not promote dialogue/discussion or further interest

Author's Choices in Text Structuring (CCS RL5; RI5)

Hit or Miss?

Analyze the main points or arguments of the text. Does the author hit the bullseye or completely miss the target?

Write the main points of the text in the first column. Then check whether the author hit a bullseye, was just off the target, or way off target. You are evaluating the point for its **clarity** (is it clear or confusing?), **believability** (is it convincing?), and its **meaningfulness** (does it prompt a connection or engage you at all?). Use the rubric if you need a reference.

Point or Argument	 Bullseye! The point is clear, convincing, and engaging.	 Just Off the Mark The point is somewhat clear, somewhat convincing, somewhat engaging.	 Way Off Target The point is confusing, unbelievable, and disengaging.
Point #1 ➡➡			
Point #2 ➡➡			
Point #3 ➡➡			

Author's Choices in Text Structuring (CCS RL5; RI5)

In the Beginning...

If an author is writing about a topic such as the history of the world, it seems likely they would start with the beginning of time. But fiction works differently. An author could write about an event from history, but choose to begin the story years in the future and have a character flashback to that event. The pieces of the story may be told in parts--i.e. flashbacks--until it finally all comes together in the end. Or maybe they will begin the story years before the event takes place, giving the reader details leading up to the climatic event.

Analyze the beginning of the story then answer the following.

1. What is the time/place of the setting in the beginning of the story?
2. Does the author use any flashbacks? If so, what purpose do they serve?
3. Why do you think the author chose to begin the story at that moment in time, in that particular location?
4. Where else could the story begin?
5. How would different beginnings influence or change the overall work?
6. Where would YOU begin the story if you had written it? Why?

The End is The End is The End

Analyze the end of the story then answer the following.

1. What is the time/place of the setting at the end of the story?
2. Did you like this ending? Why or why not?
3. Why do you think the author chose to end the story at that moment in time, in that particular location?
4. Where else could the story end?
5. How would different endings influence or change the overall work?
6. Where would YOU end the story if you had written it? Why?

Author's Choices in Text Structuring (CCS RL5; RI5)

Analyze the chapter and look for ways it contributes to the overall development of the theme, setting, or plot of the novel.

Novel: _____

Chapter: _____

How does this chapter contribute to the overall theme, setting, and plot of the novel?	
THEME	
SETTING	
PLOT	

Author's Choices in Text Structuring (CCS RL5; RI5)

Analyze the scene and look for ways it contributes to the overall development of the theme, setting, or plot of the play.

Play: _____ **Scene #:** _____

How does this scene contribute to the overall theme, setting, and plot of the play?	
THEME	
SETTING	
PLOT	

Author's Choices in Text Structuring (CCS RL5; RI5)

Analyze the stanza and look for ways it contributes to the overall development of the theme, setting, or plot of the poem.

Poem: _____

Stanza #: _____

How does this stanza contribute to the overall theme, setting, and plot of the poem?	
THEME	
SETTING	
PLOT	

Analyzing the Point of View (CCS RI.6)

List 3 details that indicate the author's point of view/purpose and attitude toward the topic.

-Evaluate whether the author is writing to persuade, inform, or entertain the reader.

#1

#2

#3

What kind of tone, through the use of specific words or phrases, does the author create?

-Look for words that have specific connotations.

-Look for any biased language.



Analyzing Dramatic Irony for Various Effects (CCS RL.6)

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. ****Dramatic irony is when the audience (reader) knows something that one or more of the characters in the story is not aware of.***

I know
something you
don't know!

What do you, the reader, know that one or more of the characters <i>don't</i> know?	
What does the character (or do the characters) believe or know instead?	
How does this create a conflict in the story?	
What kind of <u>effect</u> does this create in the story? (Examples: builds suspense, creates a humorous situation)	
How would the story's tone change if we were as unaware as the character(s)?	

Analyzing the Point of View (CCS RL6; RI6)

Identify details that indicate characters' beliefs and their reasons for acting or feeling as they do.

Identify details suggesting the *writer's* attitudes.

Draw a conclusion from these details about the values and basic beliefs of the different characters and of the writer.

Analyzing the Point of View (CCS RL6; RI6)
A worldview consists of values and beliefs held by a culture.

Character's Worldview	Writer's Worldview
<p>Details:</p>	<p>Details:</p>
<p>Conclusions:</p>	<p>Conclusions:</p>

Analyzing the Point of View (CCS RL6; RI6)
Compare point-of-view of two literary works

Literary Work #1: _____	Literary Work #2: _____
Narrator:	Narrator:
Details that reveal narrator:	Details that reveal narrator:
Point of view or perspective used:	Point of view or perspective used:
Details that reveal point of view:	Details that reveal point of view:
Global perspective:	Global perspective:

Analyzing the Point of View (CCS RL6; RI6)
Analyze the Cultural Experience to Understand Global Perspective

DIFFERENCES

Details & Examples

in text that *differs* from your culture or
differs from anything you've experienced:

UNDERSTANDING

What You've Learned

about the different cultural experiences from the
text:

REMINDERS

**Things/People in Your
Experience and/or Culture
that remind you of the new things/
people you've learned:**

Analyzing the Point of View (CCS RL6; RI6)

How does the author use rhetoric to advance this point of view?

Or, more simply, what arguments are made by the author and are they effective in advancing his/her point of view?

**Write the Author's
POINT OF VIEW**

List one detail that supports the author's point of view:

Is this an effective argument? Why or why not?

List another detail that supports the author's point of view:

Is this an effective argument? Why or why not?

Analyzing the Author's Purpose (CCS RL6; RI6)

Determine the author's point of view or purpose, then analyze how the author's style and the content of the text contribute to the overall power, persuasiveness, or beauty of the text.

**Write the Author's
POINT OF VIEW or PURPOSE**

List one example that supports the author's point of view or purpose:

How does this example contribute to the overall power, persuasiveness, or beauty of the text?

List one example that supports the author's point of view or purpose:

How does this example contribute to the overall power, persuasiveness, or beauty of the text?

Comparing Two Works Using Different Artistic Mediums of Same Subject (CCS RL7; RI7)

Literary Work:		Title of Work in Other Artistic Medium:	
Subject:		Subject:	
Key Details:		Key Details:	
What the author emphasizes of subject matter:		What the artist emphasizes of subject matter:	
What is absent in the treatment of the subject matter:		What is absent in the treatment of the subject matter:	
What you like about the treatment of subject in this work:	What you don't like about the treatment of subject in this work:	What you like about the treatment of subject in this work:	What you don't like about the treatment of subject in this work:

Subject matter of both works:

**Comparing Two Works Using Different Artistic Mediums of Same Subject
(CCS RL7; RI7)**

Key details of text: _____

What the writer emphasizes about this subject: _____

What the writer leaves out: _____

Overall impression of subject matter: _____

Key details of artwork: _____

What the artist emphasizes about this subject: _____

What the artist leaves out: _____

Overall impression of subject matter: _____



The Movie vs. The Novel (CCS RL7; RI7)

Name: _____

1. How do the images on the screen compare to your own interpretation of the setting? _____

2. How do the events shown in the movie compare to the events in the novel? _____

3. How do the depictions of the characters from the novel compare to the movie's depictions of the characters? _____

4. What differences do you notice between the novel and the movie? _____

5. Why do you think these changes were made? _____

The Movie vs. The Novel
Continued...

Name: _____

6. How does the dialogue between characters in the movie differ from the dialogue in the novel? Which quotes are the same?

7. Which scenes were you hoping to see in the movie but didn't? _____

8. Why do you think they were omitted? _____

9. Which scenes were you pleased to see included in the movie? _____

10. Do you think the author would be pleased with what she/he sees on the screen? Why or why not? _____

What is the author's claim?

What are the author's key points to support the claim?

#1

#2

#3

Answer Yes or No by checking the appropriate box.

Yes No

☐ ☐ Do these points relate to the claim?

☐ ☐ Are they convincing?

☐ ☐ Do they provide enough evidence to support the claim? If not, explain:

☐ ☐ Is the claim and are the supporting reasons and details valid? Explain why or why not:

Integrating and Evaluating Multiple Sources of Information in Various Formats (CCS RI7)

Choose a topic, then explore three different ways this topic is presented: a. in an image (photo or cartoon) or video, b. in an infographic/chart or map, and c. in an article or essay. Evaluate each in order to address a question or solve a problem. Ultimately, you will be using this information in a presentation where you will integrate all three sources with your own commentary.

TOPIC: _____

	Source #1 Image or Video	Source #2 Infographic or Map	Source #3 Article or essay
Citation for this source			
How this source relates to the overall topic			
How this source addresses or answers a specific question or helps solve a problem			
How I will integrate or incorporate this source into my presentation			

Evaluate & Delineate Arguments & Claims - Reading for Information Only (CCS RI8)	
Argument or Claim by Author	
Reasons or Support of Argument	
Relevance of Evidence	
Sufficiency of Evidence	
How Valid Is the Claim or Argument?	

Evaluate & Delineate Arguments & Claims in Public Advocacy - (CCS RI8)

Argument or Claim by Author	
How this applies to our constitutional principles and use of legal reasoning (ex: majority opinions & dissents in US Supreme Court)	
The premise of the argument (previous arguments that this one builds upon)	
Purpose of the argument	

Allusions in Literature (CCS RL9; RI9)

**Identify the Allusion
(reference to another literary work)**

**To whom or what it refers
(the SOURCE of allusion)**

**How the author transforms
the source text**

Allusions in Literature (CCS RL9; RI9)

Identify the Allusion (reference to another literary work)	To whom or what it refers (the SOURCE of allusion)	Meaning of Allusion	Why Author Included Allusion

Similar Themes in Different Genres in Literature (CCS RL9; RI9)

Theme: _____

Read two or more works of different genres but with a similar theme. Then compare each author's approach to the theme.

Title of Work: _____

Genre: _____

How the author approaches this theme (give examples in the text of how the theme is expressed in the work): _____

How it differs from other genres: _____

Title of Work: _____

Genre: _____

How the author approaches this theme (give examples in the text of how the theme is expressed in the work): _____

How it differs from other genres: _____

Fictional vs. Historical Portrayals in Literature (CCS RL9; RI9)

Compare a work of fiction to a historical work from the same time period. Then analyze the author's portrayal of history.

FICTIONAL WORK

Title of Work: _____

Setting (time/place): _____

How does this story relate to real events from this time period?

Why do you think the author chose these events to fictionalize?

Why do you think the author decided to tell this particular character (or characters) story? _____

How does this story enhance real history? _____

Have your views changed about this time period or events in history after reading the fictional work? Why or why not? _____

HISTORICAL WORK

Title of Work: _____

Differences you noticed from fictional work: _____

Similarities to piece of literature: _____

Analysis of *The Declaration of Independence* (CCS RI9)
Analyze the document for its theme, purpose, and rhetorical features.

The Declaration of Independence

Theme

Purpose

**Key rhetorical
features**

**(persuasive,
figurative, and
eloquent use
of language)**

Analysis of The Preamble to the Constitution (CCS RI9)
Analyze the document for its theme, purpose, and rhetorical features.

The Preamble to the Constitution	
Theme	
Purpose	
Key rhetorical features (persuasive, figurative, and eloquent use of language)	

Analysis of *The Bill of Rights* (CCS RI9)
Analyze the document for its theme, purpose, and rhetorical features.

<i>The Bill of Rights</i>	
Theme	
Purpose	
Key rhetorical features (persuasive, figurative, and eloquent use of language)	

Analysis of Abraham Lincoln’s Second Inaugural Address (CCS RI9)
Analyze the document for its theme, purpose, and rhetorical features.

Abraham Lincoln’s Second Inaugural Address

Theme	
Purpose	
Key rhetorical features (persuasive, figurative, and eloquent use of language)	

Reading & Comprehending Grade-Level Materials (CCS RL10; RI10)

What was unique about the setting of the book and how did it enhance or take away from the story?

What specific themes did the author emphasize throughout the novel?

What do you think he or she is trying to get across to the reader?

Do the characters seem real and believable? Can you relate to their predicaments? To what extent do they remind you of yourself or someone you know?

Reading & Comprehending Grade-Level Materials (CCS RL10; RI10)

How do characters change or evolve throughout the course of the story? What events trigger such changes?

In what ways do the events in the books reveal evidence of the author's world view?

Did certain parts of the book make you uncomfortable? If so, why did you feel that way?

Did this lead to a new understanding or awareness of some aspect of your life you might not have thought about before?

Reading & Comprehending Grade-Level Materials for Literary Non-fiction (CCS RI10)

What is the purpose of the text?

What are key points that are implied, but NOT explicitly stated in the text?

How did the author appeal to your emotions? Use logic? Other persuasive techniques?

Did you gain a new understanding of the topic after reading this text? Explain.

TEACHER'S EXAMPLE FOR
Author's Word Choices & Meaning Over the Course of the Text (CCS RL4; RI4) - Page 29

RI.11-12.4

The example listed for the **RI.11-12.4** is using how Madison defines “faction” in *Federalist No. 10*.

Resources available online

1. You can find the text of Madison's essay here: <http://www.constitution.org/fed/federa10.htm>
2. Analysis/definition here: <http://legal-dictionary.thefreedictionary.com/Federalist,+Number+10>
3. Lesson plan for using essay: <http://teachingamericanhistory.org/lessonplans/fed10.html>

NOTE: It seems evident that this is a resource to be studied in American history, but can be referenced in English class as a good example of persuasive *writing*. I do not believe it is the job of the English teacher to teach history, but rather work cooperatively with the history teachers during the writing process. I think the way the standards are organized—which seems to place all the burden of assignments like this on the English teacher—adds to the confusion. I have been informed that the intent of the RI standards was to have the other content area teachers cover these standards. Yet, they remain under the ELA standards. If you look at the [History/Social Studies literacy standards for grades 11-12](#), they are identical. Why list both places?

RL.11-12.4

Shakespeare is singled out as a good example for RL.11-12.4., but no specific example is given. As examples, I have used Brutus' and Marc Antony's funeral speeches in Shakespeare's *The Tragedy of Julius Caesar* and the transformation of the words “ambition” and “honorable.”

Ambition: desire for personal achievement. Also means: a strong desire to achieve something, typically requiring determination and hard work. (Definition from Apple Dictionary, via *The New Oxford American Dictionary*)

Brutus explains that Caesar was too ambitious--driven for his own personal achievements, rather than for the good of all--and had to be stopped. He puts a negative connotation on the word “ambition.”

Antony agrees that Caesar was ambitious, then points out all the ways he used his drive for the good of the people. Antony transforms the definition of ambition into the second meaning, with positive connotations. His reversal of the connotation proves effective as he becomes more and more sarcastic: “Ambition should be made of sterner stuff.” Antony is able to convince the people that Caesar should not have been killed, thus inciting a mutiny against Brutus and the conspirators.

Honorable: worthy of honor (high respect, esteem).

Antony describes Brutus and the conspirators as “honorable men.” Brutus allowed him to speak as long as he did not place blame or speak unkindly of the conspirators. Therefore, Antony has to change the connotation of the meaning of “honorable” in order to expose the conspirators to the people. He does this by continuing to call Brutus and the conspirators “honorable,” with examples of their dishonorable actions toward Caesar.

Through Antony's manipulation, the people are able to see that Brutus and the conspirators acted out of their own jealousy by killing Caesar and should be put to death.

**TEACHER'S NOTE FOR: Integrating and Evaluating Multiple Sources of Information
in Various Formats (CCS RI7) - Page 49**

The standard reads: RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words *in order to address a question or solve a problem*.

After students choose a topic (or you assign one), they should find three different sources. I chose to include a. an image (such as a political or editorial cartoon, photograph) or video, b. an infographic or map, and c. a print article or essay as the three types. Then THEY should come up with their own question or solution to a problem based on their evaluation of the information they collect. Ultimately, the student will be using this information in a presentation where they will integrate all three sources with their own commentary. I recommend using a site like [Glogster](#) or [Prezi](#) for an online presentation--both allow videos, images, links to other sites, etc.. If online is not available, students can use the traditional Powerpoint or Keynote applications.

Topics could be related to world/current events such as the presidential election, or coincide with a unit in ecology, such as climate change.

Because anyone can make an infographic, using that resource is a good way for students to practice evaluating sources.

The second phase of this assignment would be to do the actual “integration” part into a research project. That would then coincide with the writing standard:

W.11-12.2.a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

and

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.