

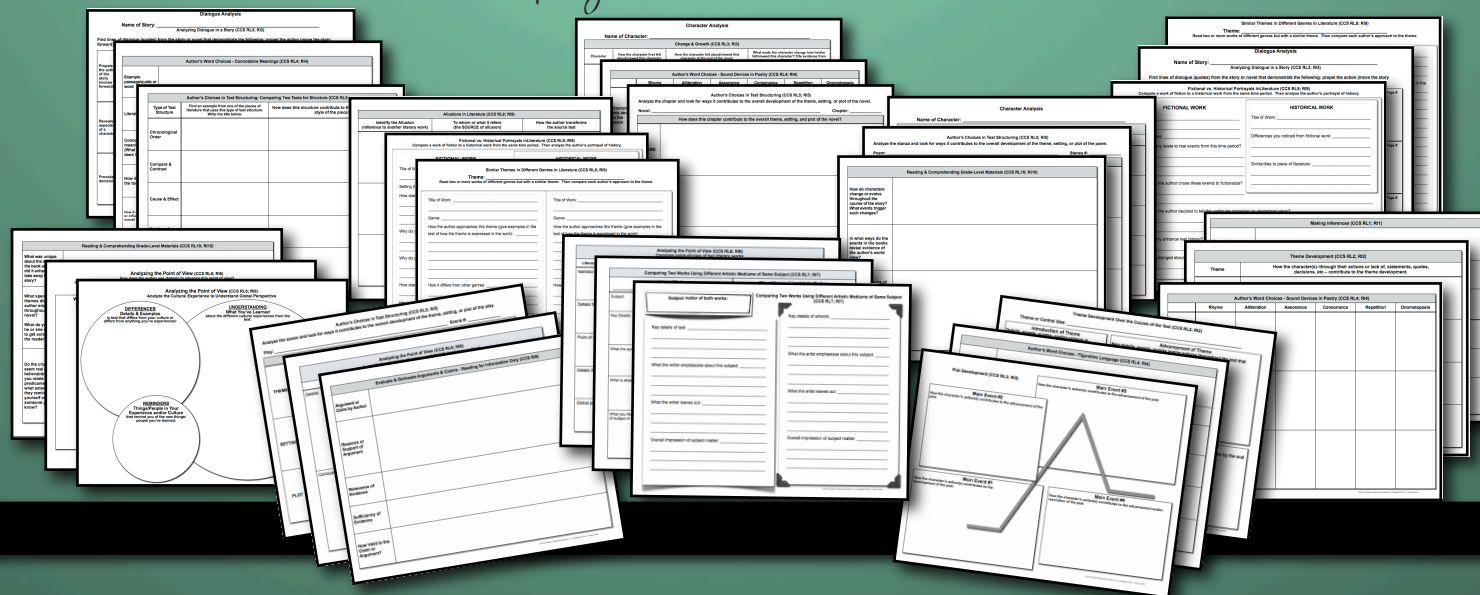
# Graphic Organizers for Common Core Standards-Based READING

In-Depth Analysis  
**GRADES 9-10**

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## 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 9-10 and includes 35 different organizers.**

Standard	Number of Organizers to Practice this Standard
1	2
2	2
3	8
4	3
5	5
6	5
7	3
8	1 (RI only - does not apply to RL)
9	4
10	2

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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](mailto:hungergameslessons@gmail.com)

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## CCS Anchor Standards - Grades 9-10

Reading - Information	Reading - Literature
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.	6. 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.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. 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).
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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).
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Making Inferences (CCS RL1; RI1)**

<b>Example passage or quote from text</b>	
<b>What you infer from this passage</b>	
<b>Evidence and details that support or disprove your inference</b>	
<b>Example passage or quote from text</b>	
<b>What you infer from this passage</b>	
<b>Evidence and details that support or disprove your inference</b>	

**Making & Analyzing Inferences (CCS RL1; RI1)**

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

**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.

A large thought bubble graphic with a scalloped bottom edge and a small thought bubble tail at the top right. Inside the bubble are seven horizontal lines for writing.

**3. How do you know?**

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

A large arrow graphic pointing to the right, with three horizontal lines inside for writing.

**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}





Theme: \_\_\_\_\_

Character

What they did and said OR What they didn't do and didn't say...  
{Examples of the character's actions (or lack of), words, and/or decisions that relate to this theme.}

**Theme Development (CCS RL2; RI2)**

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

**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 - 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)







## 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



# 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.

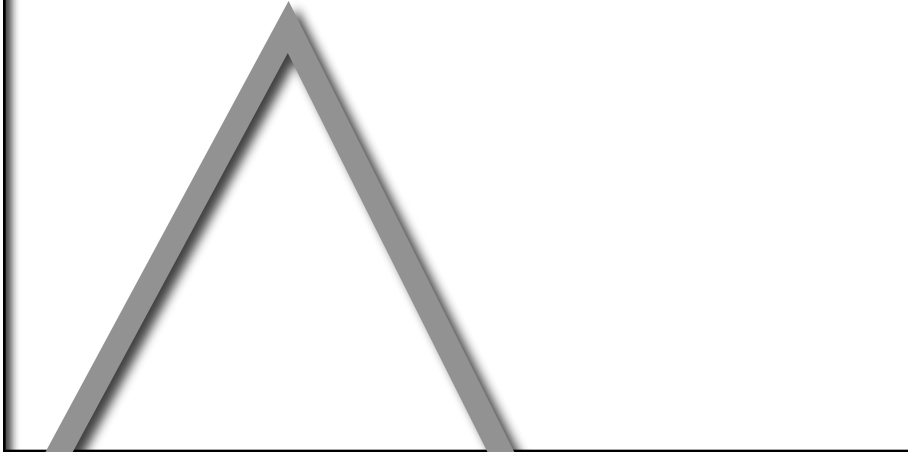
# Character Analysis

Name of Character: \_\_\_\_\_

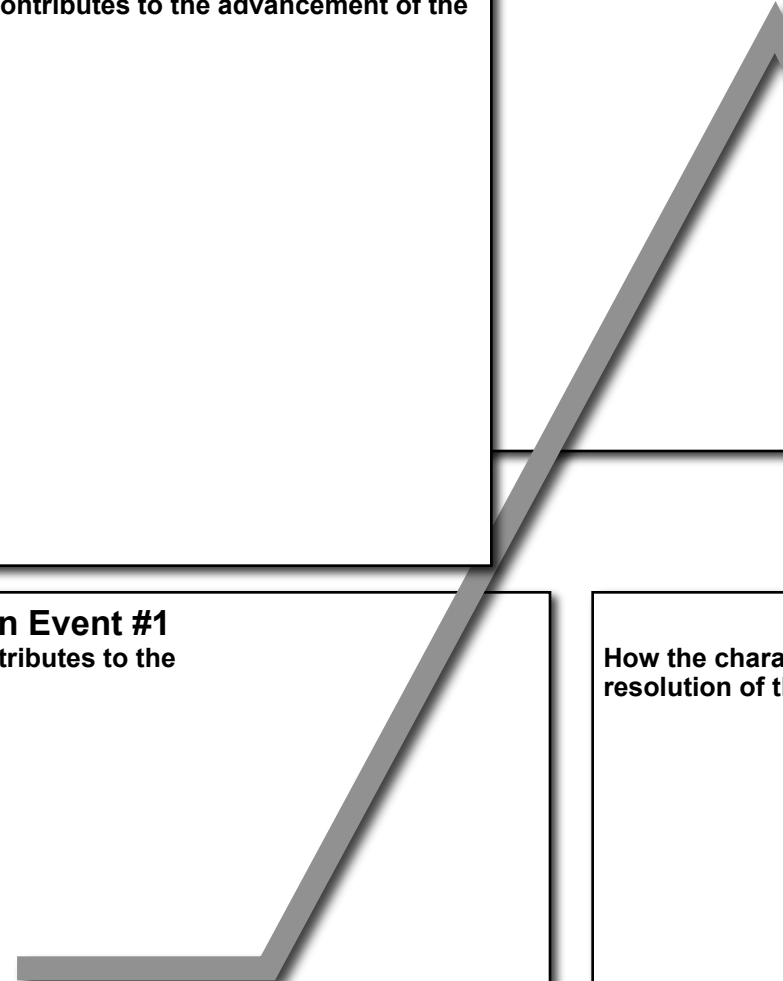
Change & Growth (CCS RL3; RI3)			
Character	How the character first felt about/viewed this character.	How the character felt about/viewed this character at the end of the novel.	What made the character change how he/she felt/viewed this character? Cite evidence from the novel.

**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.

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

## Individual Analysis for Literary Non-Fiction

Person from the speech, story, article: \_\_\_\_\_

How the person sees himself/herself - How others see this person (CCS RI.3)	
What words does this person use to describe himself/herself?	What words do others use to describe the person?
What do these words tell you about this person and the decisions he/she has made?	

## Individual Analysis for Literary Non-Fiction

Person or Group from the speech, story, article: \_\_\_\_\_

Problems/Challenges (CCS RI.3)	
What problems and /or challenges does this person (or group of people) face?	How does this person (or group of people) react to these problems/challenges? Give specific examples of their actions, decisions, statements, etc..

# Individual Analysis for Literary Non-Fiction

Person or Group from the speech, story, article: \_\_\_\_\_

## Change & Growth through Events (CCS RI.3)

Event	How does this person (or group of people) feel about this event?	How does this event affect the person (or group of people)?	How does this person (or group of people) change during/after this event? Give evidence from the text.

## Individual Analysis for Literary Non-Fiction

Idea from the speech, story, article: \_\_\_\_\_

### Analysis of an Idea (CCS RI.3)

<b>Idea</b>	
<b>How does this person (or group of people) feel about this idea?</b>	
<b>How does this idea affect the person (or group of people)?</b>	
<b>How does the idea affect others? Give evidence from the text.</b>	

**Author's Word Choices - Figurative Language (CCS RL4; RI4)**

<b>Example passage/quote</b>	
<b>Figurative device being used</b>	
<b>Literal meaning</b>	
<b>Figurative meaning or connotation</b>	
<b>How it affects the tone</b>	
<b>How it contributes or influences the overall meaning</b>	

**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)**

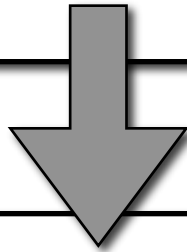
	<b>Rhyme</b>	<b>Alliteration</b>	<b>Assonance</b>	<b>Consonance</b>	<b>Repetition</b>	<b>Onomatopoeia</b>
<b>Example of this device in the poem</b>						
<b>How it affects the tone of the poem</b>						
<b>How it contributes or influences the overall meaning</b>						



**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?** \_\_\_\_\_

## 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.

**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 text? Which words contribute to this mood?

**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?

**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 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 RL5; RI5)**

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

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

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

**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?	
<b>THEME</b>	
<b>SETTING</b>	
<b>PLOT</b>	

**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?	
<b>THEME</b>	
<b>SETTING</b>	
<b>PLOT</b>	



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.***

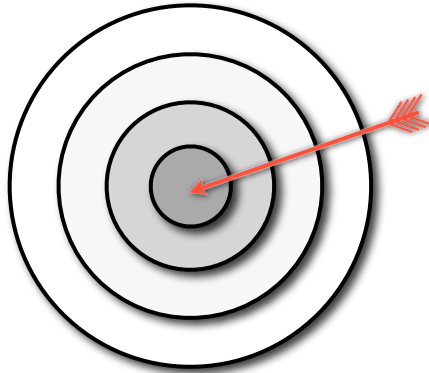


<p>What do you, the reader, know that one or more of the characters <i>don't</i> know?</p>	
<p>What does the character (or do the characters) believe or know instead?</p>	
<p>How does this create a conflict in the story?</p>	
<p>What kind of <u>effect</u> does this create in the story? (Examples: builds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

## Hit or Miss?

{a rubric for analyzing an expository or argumentative piece}

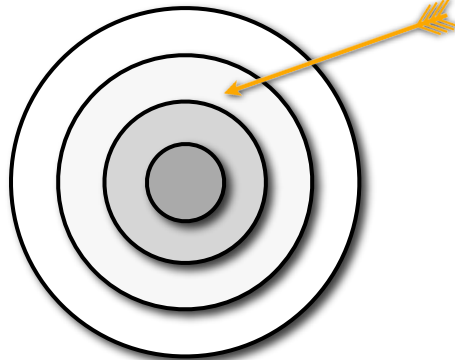
Bullseye!



### 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

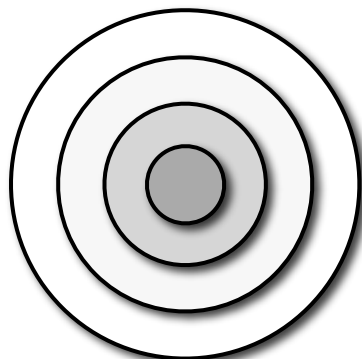
Close, but needs work!



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

**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.**

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

**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?

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

<b>Literary Work:</b>		<b>Title of Work in Other Artistic Medium:</b>	
_____		_____	
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: \_\_\_\_\_

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---

---

What the writer emphasizes about this subject: \_\_\_\_\_

---

---

---

What the writer leaves out: \_\_\_\_\_

---

---

---

Overall impression of subject matter: \_\_\_\_\_

---

---

---

Key details of artwork: \_\_\_\_\_

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---

---

What the artist emphasizes about this subject: \_\_\_\_\_

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What the artist leaves out: \_\_\_\_\_

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Overall impression of subject matter: \_\_\_\_\_

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**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? \_\_\_\_\_

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

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

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

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5. Why do you think these changes were made? \_\_\_\_\_

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**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?

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---

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? \_\_\_\_\_

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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:

**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?**

**Allusions in Literature (CCS RL9; RI9)**

<b>Identify the Allusion (reference to another literary work)</b>	<b>To whom or what it refers (the SOURCE of allusion)</b>	<b>How the author transforms the source text</b>



**Allusions in Literature (CCS RL9; RI9)**

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

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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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?**