Sidell 11th grade Lit.

11th/12th grade Reading Standard CC RL.11-12.10: 1) by the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grade 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 2) by the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**READ THESE DIRECTIONS THOROUGHLY:**

* You MUST have an answer for each part of every question.
* You may not say: “none” or “don’t know.”
* Use sticky notes or write/type on separate piece of paper to annotate the book; keep notes in each page or keep notes on a separate paper with the page numbers, whichever method will help you during the assessment.
* You MUST have textual evidence from the book for EACH example with quotations and page numbers.
* You MUST have an explanation for each incident as to how or why you chose the quotation. You will bring your book and your notes with you for the assessment.

You must have at least one of each of the following examples with page numbers and quotes from the book (either from the narrator or the character).

1. Example of dialogue, sentences, or paragraphs, that prove author’s purpose or moral of the story.
2. TWO examples of dialogue, sentences, events or paragraphs, that show *two different* universal themes for the story.
3. Examples of interesting or exciting chapters, moments, events, dialogue, sentences, or events in the book.
4. New ideas or ways of thinking that had never occurred to you before, or an idea which you learned or thought more about after reading this book.
5. Examples of dialogue, sentences, moments, or events that show TWO DIFFERENT types of CONFLICT: (man v man, man v society, man vs nature, man vs self)
6. Examples of dialogue, sentences, moments, paragraphs or events that explain the antagonist’s motives, lessons learned, or flaws.
7. Examples of dialogue, sentences, moments, paragraphs or events that explain the protagonist’s motives, lessons learned, or flaws.
8. One example of dialogue, sentences, moments, events, or paragraphs that explain whether a character is dynamic AND a different character is static.
9. One example each of INDIRECT CHARACTERIZATION and DIRECT CHARACTERIZATION used to describe ONE character.
10. One in-depth and thoughtful suggestion, compliment, or criticism you would make about the book (no generalizations).