

Pre-Reading – make notes before you read about:

1. Deconstruct the title – each key word - what do you think it means? AND THEN after you read, refine your thinking.

A) Before Reading – free associate & wonder	B) After Reading – consolidate, refine, prove

2. Read around the text: What do you notice about the structure, often-used technique(s), information (such as date published, title of anthology, etc.), and/or print cues just by looking at and around the text – what assumptions can you make based on these?

3. The teacher asked me to **read up on the author and find parallels between her life and the story:**

During Reading – make notes about the following (practice highlighting and annotating the text too):

4. Write between 1 and 5 questions you have about the text while reading – these are about content and style to guide discussion & your comprehension, not words you can look up. So, if there is a word you do not know LOOK IT UP while you read!

5. Discuss which narrator is being used. How can you tell? The author **CHOSE** this narrator for what **EFFECT**? How is this narrator reliable / credible or not? Discuss **BOTH** the advantages and limitations of the use of this narrator in this specific story.

6. Discuss the setting(s) – if there is more than one setting (time, place, values, beliefs, class, etc...), how does the author juxtapose them? What is the effect of this contrast / juxtaposition?

7. Discuss how the main character(s) are characterized. Describe at least 3 personality traits each AND how you know they are like this. What do their names mean? If they have no names, what do you think that could mean?

8. Discuss the **MAIN** conflict or problem the protagonist is facing? Is it resolved or not? If so, how? If not, then why not?

9. Discuss the RELATIONSHIPS among the main characters – is there a power imbalance? What causes it? Is it a real one (age, gender, family position, social status) or a perceived one (jealousy, fear, insecurity etc)? How does this imbalance affect the character’s feelings, actions and development over the story?

10. Discuss the main character’s growth or evolution over the course of the story. Point to at least two significant plot points (situations, scenes, events) in the story which contribute to this evolution or stagnation (if they don’t change).

11. Identify, cite, and explain the effect of at least two (2) other literary techniques (not including the title or anything listed above).

12. Lenses: Pick 2 and describe how you can use these to analyze this story.

Lens #1:

Lens #2:

After Reading: discuss, consolidate, refine, and synthesize YOUR OWN thinking. You must go back to the text!

13. Name ONE (1) theme / meaning / big idea which represents the TOTALITY of the story and is relevant to the human condition.

14. Draft a THEMATIC STATEMENT which includes two (2) KEY CONCEPTS or sub ideas (ways in which..., reasons why..., what happens if..., because...) Circle / underline these concepts.

15. Take those two (2) key concepts and plan the body paragraphs of your response. Use specific evidence from the notesheet above. Remember the author CRAFTED this idea using literary elements or techniques.... Which ones and how?

Key Concept/idea #1 _____

Key Concept/idea #2 _____

1 proof from text (elements/techniques, **cite**)

1 proof from text (elements/techniques, **cite**)

Explain how this shows this key concept

Explain how this shows this key concept

Connections: life, news, other texts, lens, history, etc.

Connections: life, news, other texts, lens, history, etc.