

Appendix 1: Implementing Common Core Standards

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

“Stop Making Sense” focuses on the importance how an author structures his or her novel and its contribution to the meaning of the text. Students will draw on the way Vonnegut frames the narrative, creates patterns for the characters and reader, and dismisses chronology in order to determine meaning.

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.

Students will read Kurt Vonnegut's *Slaughterhouse-Five* as well as selected passages from Martin Amis's *Time's Arrow*, both of which rely on readers accurately addressing the point of view. Vonnegut employs black humor and satire which students will be able to effectively evaluate by the end of this unit. Amis employs an unreliable narrator to report sensitive ethical issues which students will be able to evaluate through adherence to this standard.

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.

This unit aims for students to be able to close read informational texts as well a fiction. By the end of this unit students will be able to explain ethical dilemmas and other entry level philosophical concepts which they have read from informational texts.

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.

Students will read informational texts and evaluate the rhetorical approach in the text as a part of close reading. The class will engage in discussion of the effectiveness of the style in relation to its content.