

**No Good**  
John Hope  
*Common Core Compliance – Grades 9-10*

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The following notes how *No Good* fulfills or can be used to fulfill Florida Common Core Standards. Standards are organized by grade level. This document covers Grades 9-10 and Grades 11-12. Standards are found at the following URL:

<http://www.cpalms.org/Public/search/Standard#0>

## **Grades 9-10**

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### *Common Core Standard ID*

LAFS.910.L.2.3 – Knowledge of Language

#### *Standard Text*

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### *Explanation of Fulfillment*

*No Good*'s setting and characters lend to a vernacular and style that includes colorful analogies relatable to the characters and non-proper language. Vernacular conveys genuine portrayal of characters and their grasp of proper language. Analogies provide accurate descriptions of people and situations, using elements that are common in characters' reality. Some examples include:

- “The man was fatter than a pregnant cow and he liked driving through our neighborhood about as much as eating a bag of rotten apples.”
- “Big rain drops hit the metal from tree leaves above it like marbles plinking the walls of a shed.”
- “Miss Maples talked Yankee but dressed like a plantation owner's wife and smelled like tapioca and sweat.”

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### *Common Core Standard ID*

LAFS.910.L.3.5 – Vocabulary Acquisition and Use

#### *Standard Text*

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

#### *Explanation of Fulfillment*

*No Good* heavily relies on similes and metaphors throughout the text to describe characters and scenes.

Protagonist, Johnny Emmerstaff, is nicknamed “No Good” by parents and friends to describe the character's tendency to get into trouble and say the wrong things. Throughout the story,

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Johnny implies a different meaning to the nickname – worthlessness. By the end, he requests to be called by his given name, Johnny. These meanings are implied, requiring the reader to interpret and understand.

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*Common Core Standard ID*

LAFS.910.RI.1.1 and LAFS.910.RI.1.3 – Key Ideas and Details

*Standard Text*

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

*Explanation of Fulfillment*

Students can fulfill this Common Core Standard by analyzing one of the major themes of the book: Johnny’s name.

By the end of *No Good*, Johnny decides he no longer wants to be labeled “No Good.” This realization develops slowly throughout the course of the story. At the start, he’s accepting of this nickname, stating, “Everyone I knew called me Johnny No Good, or just No Good—even my own parents. I don’t remember how it got started, but by twelve it was so regular it didn’t mean anything.” As the story progresses, Johnny is repeatedly pestered by people assuming they know him better than he does and others pointing out that his nickname is No Good. His new brother, Josh, quotes something he was told: “a name hasta fit the man.” Later, when a fight breaks out between Johnny and Josh, Josh calls Johnny “No Good” and Johnny narrates: “I ain’t realized before that point how ugly the name ‘No Good’ sounded.” By the end, he makes his mom promise never to call him No Good ever again.

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*Common Core Standard ID*

LAFS.910.RI.1.2 – Key Ideas and Details

*Standard Text*

Determine a central idea of a text and analyze 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.

*Explanation of Fulfillment*

One of the major themes of *No Good* is how racial tension has a real impact on the main character, Johnny. Students reading the book can achieve this Common Core Standard through discussion and analysis of the racial tensions present in *No Good*. Comparing these tensions to social conflict that exists today could bring understanding the impact this would have on adolescences, like many of them and like Johnny in the book, who strive to understand their place in the world.

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*Common Core Standard ID*

LAFS.910.RH.1.1 – Key Ideas and Details

*Standard Text*

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

*Explanation of Fulfillment*

*No Good* takes place in a poor community in 1947 Sanford, Florida. There are a number of key details that anchor the characters and story to this specific setting. Examples include:

- “It was 1947, two years after the end of the second world war. Yet Uncle Travis was still workin’ for the army. He wasn’t killing no one now days, but he still had a gun and I got excited every time he came home.” Later in the text, he mentions that his uncle is stationed in Tokyo, Japan and often plays baseball with Japanese civilians.
- “...a rumbling sound came echoing from above. We searched the sky, looking this way and that, until a pair of giant Navy planes with four engines on each of their wings popped out of a cloud and flew right above our heads. It wasn’t look uncommon to see these flying this way or that, but they always pulled our attention away and we stared at them like they were aliens coming to visit.”
- “Climbing up the bus steps, I held up a couple of Pa’s coins to the fare box, but it had a sign on it that read Broken. The driver pointed his foot to a wicker basket next to him and I dropped the coins in.”

Students can fulfill this Common Core Standard by relating the above examples, along with others, with actual historic references and events.

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*Common Core Standard ID*

LAFS.910.RH.1.2 and LAFS.910.RH.1.3 – Key Ideas and Details

*Standard Text*

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

*Explanation of Fulfillment*

Students can fulfill these Common Core Standards by noting the following key themes:

- ✓ Coming-of-age and Self-awareness
- ✓ Racial Tension and Lack of Understanding

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For each theme, key events throughout the story can be noted. For each event, students can provide a brief statement of how the event is related to the theme, and then conduct a group discussion to understand how events evolve over time – earlier events cause later ones.

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*Common Core Standard ID*

LAFS.910.RH.4.10 – Range of Reading and Level of Text Complexity

*Standard Text*

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

*Explanation of Fulfillment*

*No Good* takes place in a poor community in 1947 Sanford, Florida. Seen through the point of a view of a twelve-year-old boy, the protagonist is faced with separation of communities based on socioeconomic situations and by racial prejudice. He is forced to understand the reasons for these separations. Students reading text will come to understand these social conflicts as America had to grapple with in the mid to late 1940s, which eventually led to reform movements into the 1960s. Related historical studies of racial conflicts in American society will help support this understanding, allowing students to discuss openly opinions and varying points of view in specific scenarios, such as the ones encountered by characters in *No Good*.

## Grades 11-12

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### *Common Core Standard ID*

LAFS.1112.L.2.3 – Knowledge of Language

#### *Standard Text*

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### *Explanation of Fulfillment*

*No Good*'s setting and characters lend to a vernacular and style that includes colorful analogies relatable to the characters and non-proper language. Vernacular conveys genuine portrayal of characters and their grasp of proper language. Analogies provide accurate descriptions of people and situations, using elements that are common in characters' reality. Some examples include:

- “The man was fatter than a pregnant cow and he liked driving through our neighborhood about as much as eating a bag of rotten apples.”
- “Big rain drops hit the metal from tree leaves above it like marbles plinking the walls of a shed.”
- “Miss Maples talked Yankee but dressed like a plantation owner's wife and smelled like tapioca and sweat.”

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### *Common Core Standard ID*

LAFS.1112.L.3.5 – Vocabulary Acquisition and Use

#### *Standard Text*

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

#### *Explanation of Fulfillment*

*No Good* heavily relies on similes and metaphors throughout the text to describe characters and scenes.

Protagonist, Johnny Emmerstaff, is nicknamed “No Good” by parents and friends to describe the character's tendency to get into trouble and say the wrong things. Throughout the story, Johnny implies a different meaning to the nickname – worthlessness. By the end, he requests to be called by his given name, Johnny. These meanings are implied, requiring the reader to interpret and understand.

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*Common Core Standard ID*

LAFS.1112.RI.1.1 and LAFS.1112.RI.1.3 – Key Ideas and Details

*Standard Text*

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

*Explanation of Fulfillment*

Students can fulfill this Common Core Standard by analyzing one of the major themes of the book: Johnny's name.

By the end of *No Good*, Johnny decides he no longer wants to be labeled “No Good.” This realization develops slowly throughout the course of the story. At the start, he's accepting of this nickname, stating, “Everyone I knew called me Johnny No Good, or just No Good—even my own parents. I don't remember how it got started, but by twelve it was so regular it didn't mean anything.” As the story progresses, Johnny is repeatedly pestered by people assuming they know him better than he does and others pointing out that his nickname is No Good. His new brother, Josh, quotes something he was told: “a name hasta fit the man.” Later, when a fight breaks out between Johnny and Josh, Josh calls Johnny “No Good” and Johnny narrates: “I ain't realized before that point how ugly the name ‘No Good’ sounded.” By the end, he makes his mom promise never to call him No Good ever again.

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*Common Core Standard ID*

LAFS.1112.RI.1.2 – Key Ideas and Details

*Standard Text*

Determine a central idea of a text and analyze 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.

*Explanation of Fulfillment*

One of the major themes of *No Good* is how racial tension has a real impact on the main character, Johnny. Students reading the book can achieve this Common Core Standard through discussion and analysis of the racial tensions present in *No Good*. Comparing these tensions to social conflict that exists today could bring understanding the impact this would have on adolescences, like many of them and like Johnny in the book, who strive to understand their place in the world.

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*Common Core Standard ID*

LAFS.1112.RH.1.1 – Key Ideas and Details

*Standard Text*

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

*Explanation of Fulfillment*

*No Good* takes place in a poor community in 1947 Sanford, Florida. There are a number of key details that anchor the characters and story to this specific setting. Examples include:

- “It was 1947, two years after the end of the second world war. Yet Uncle Travis was still workin’ for the army. He wasn’t killing no one now days, but he still had a gun and I got excited every time he came home.” Later in the text, he mentions that his uncle is stationed in Tokyo, Japan and often plays baseball with Japanese civilians.
- “...a rumbling sound came echoing from above. We searched the sky, looking this way and that, until a pair of giant Navy planes with four engines on each of their wings popped out of a cloud and flew right above our heads. It wasn’t look uncommon to see these flying this way or that, but they always pulled our attention away and we stared at them like they were aliens coming to visit.”
- “Climbing up the bus steps, I held up a couple of Pa’s coins to the fare box, but it had a sign on it that read Broken. The driver pointed his foot to a wicker basket next to him and I dropped the coins in.”

Students can fulfill this Common Core Standard by relating the above examples, along with others, with actual historic references and events.

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*Common Core Standard ID*

LAFS.1112.RH.1.2 and LAFS.1112.RH.1.3 – Key Ideas and Details

*Standard Text*

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

*Explanation of Fulfillment*

Students can fulfill these Common Core Standards by noting the following key themes:

- ✓ Coming-of-age and Self-awareness
- ✓ Racial Tension and Lack of Understanding

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For each theme, key events throughout the story can be noted. For each event, students can provide a brief statement of how the event is related to the theme, and then conduct a group discussion to understand how events evolve over time – earlier events cause later ones.

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*Common Core Standard ID*

LAFS.1112.RH.4.10 – Range of Reading and Level of Text Complexity

*Standard Text*

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

*Explanation of Fulfillment*

*No Good* takes place in a poor community in 1947 Sanford, Florida. Seen through the point of a view of a twelve-year-old boy, the protagonist is faced with separation of communities based on socioeconomic situations and by racial prejudice. He is forced to understand the reasons for these separations. Students reading text will come to understand these social conflicts as America had to grapple with in the mid to late 1940s, which eventually led to reform movements into the 1960s. Related historical studies of racial conflicts in American society will help support this understanding, allowing students to discuss openly opinions and varying points of view in specific scenarios, such as the ones encountered by characters in *No Good*.