

## **Appendix**

### **Implementing District Standards**

**RL 1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI 1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

*This standard is used through out the unit in both fiction and nonfiction texts. Students will use textual evidence in every activity and in the writing of the essay.*

**RL 2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL 3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

*RL 2 and 3 will be utilized in the novel study. Students will engage students in an analysis of literary elements through their work with literature circles and thinking like a disciplinarian frames.*

**RL 5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**RI 7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

*Students will be using triangulated texts, will be studying triangulated texts through out the unit, which necessitates comparison and contrast of how different media create meaning.*

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

*Students will identify common themes in poetry, nonfiction, and fiction.*

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

*The texts selected for this unit meet and exceed the complexity band for this grade level.*

RI 2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).

RI 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.

*RI 2, 4, and 6 will be targeted in the close reading of nonfiction texts and use of SOAPStone as an analysis tool.*

W 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 4 Produce clear and coherent writing in which style are appropriate to task, purpose, and audience.

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W 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

*The writing of the 5 paragraph essay as the culminating activity aligns with writing standards 2, 4, 5, and 9.*

W 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

*Dialectical journals, the culminating activity, and the varied writing tasks through out the unit exposes students to a range of opportunities for writing.*

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