

## Implementing District Standards Common Core Standards

### **Reading Standards for Literature**

*Standard One: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.* Students will do this in their study guide, discussions, and tests.

*Standard Two: Determine a theme or central idea of a text and analyze in detail 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.* We will discuss the many themes of these texts in our discussions and essays.

*Standard Three: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.* Students will do this in our discussions and study guide.

*Standard Four: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).* Students will do this in the poems and songs they analyze throughout the unit.

*Standard Seven: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.* Students do this when analyzing Emmett Till and the Birmingham Church bombing.

*Standard Ten: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.* Students analyze all of these texts throughout this unit.

### **Reading Standards for Informational Text:**

*Standard One: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.* Students do this when studying MLK's speech and the nonfiction texts.

*Standard Two: 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.* Students do this in MLK's speech and Letter from a Birmingham Jail.

*Standard Five: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).*

*Standard Seven: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.* Students will analyze persuasive techniques in MLK's speech and letter.

*Standard Eight: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.* Students analyze Martin Luther King, Jr.'s speech and letter for his persuasive techniques.

*Standard Nine: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.*