

## Appendix: Implementing Common Core Standards

As a district, we are transitioning to the Common Core National Standards. The Common Core standards as follows are not the only ones addressed by the unit but serve as the primary focus for activities presented here. Most of these standards are practiced daily in some form whether it takes place in or out of class. The parenthetical at the end of each standard denotes which section and number of standards I am addressing for those teachers that are familiar with the Common Core.

1. Students will cite strong and thorough textual evidence to support analysis of text. (RL 1) Text support is required throughout the activities.
2. Students will determine two or more themes or central ideas and discuss how they are developed throughout the text. (RL1/RI 2) Possible themes are listed in the student samples and include sustainability, food origins and the impact of genetic modification.
3. Students will examine and compare texts from various literary time periods and analyze their treatment of similar topics and themes. (RL 9) The texts suggested in the unit range from 1962 to 2012.
4. Students will determine the author's point of view and analyze the rhetoric for its effectiveness, paying close attention to how the style and content contribute to the text's power and beauty. (RI 6) The focus on rhetorical strategies and stylistic choices dominates the unit activities.
5. Students will integrate and evaluate multiple sources to help them address questions and solve problems. (RI 7) Students will explore the environmental issues through the variety of sources.
6. Students will write arguments to support claims in an analysis of substantive topics and texts, using valid reasoning and sufficient and relevant evidence. (W 1) The final activity requires students to write an essay explaining how style and rhetoric impact an author's purpose. Because different students might identify different purposes in the same passage, the assignment is argumentative in that the student is defending a point.
7. Write informative/explanatory texts to examine and convey complex ideas. (W 2) The final activity requires students to write an essay *explaining* how style and rhetoric impact an author's purpose.
8. Initiate and participate effectively in a broad range of collaborative discussions with diverse partners, building on others' ideas and clearly and persuasively expressing their own. (SL 1) Activities require students to work together on analysis.