

## **Appendix 1: North Carolina Common Core Standards**

### Reading

The reading common core standards are used in this unit. We will use RL 1.1 and RI 1.1 to cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text. This will be used in the writing portfolio. Students will determine a theme or central idea of a text and analyze its development over the course of the text. RL1.2 and RI1.2 is used to support analyzing illustrations and dialogue within the text.

With the add use of vocabulary, RL 2.4 and RI 2.4, students will determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of specific word choices on meaning and tone.

As students read both the graphic novel and the traditional text, students will 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. By using the standard RL2.5, students will create a snap chat between characters.

Again as students read both the graphic novel and traditional text, students will analyze how a text makes connections among and distinctions between individuals, ideas, or events. With this standard, RI1.3, students will be making connections with current events.

In order to complete both the writing portfolio and life-size novel, students will determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. By using standard RI2.6, students will be able to write dialogue and create illustrations from a different point of view.

With incorporating RI3.7, students will evaluate the advantages and disadvantages of using different mediums. Students will reflect on using traditional text and graphic novels and use different strategies to close read the novel and graphic novel.

### Writing

The writing common core standards used are to support the development of the unit. Student will use W1.2 to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. The activity for this will be include writing a dialogue, monologue, and a life-size novel. This will also include the writing process.

The use of quick writes will support W2.3 where students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and

well-structured event sentences.

This standard, W3.4, support students in producing a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. This is done in the writing portfolio.

With the use of standard W3.5, students will develop and strength writing as needed by planning, revising, editing, rewriting, or typing a new approach. Again this will be used with the writing portfolio.

This standard, W3.6, will use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. This will be used with the life-size novel and the writing portfolio.

As we read the graphic novel and traditional text, students will use W4.9. They will draw evidence from literary or informational texts to support analysis, reflection, and research in all their writing and class discussions.