

## Appendix 1: North Carolina Common Core Standards

### Reading Literature and Informational Text Standards

We will use RL 1 and RI 1 to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. This will be used in the novel packet as well as the dioramas. RL 2 and RI 2 determine a theme or central idea of a text and how it is conveyed through particular details, which can again be seen in the novel packet and dioramas.

We will use RL 3 in the diorama projects by describing how the story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

We will use RL 5 in the diorama projects by analyzing how a particular scene fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

We will use RL 7 while listening to the audio version of the text to compare and contrast the experience of reading a story to listening to the audio version of the text, including contrasting what students "see" and "hear" when reading the text to what they perceive when they listening.

We will use RI 7, integrating information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue, during the graffiti write for different articles about the Taliban in Afghanistan as well as during our research for the projects about Afghanistan.

### Writing Common Core Standards

We will use W4, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, during the writing about the Taliban as well as the research project on Afghanistan. Writing is also used with the diorama project.

W7, conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate, W8, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources, and W 9, draw evidence from literary or informational texts to support analysis, reflection, and research, are all used in our Afghanistan projects, as well as the Honors' class travel brochure.

### Speaking and listening standards

Standard 1 A-D, engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly, will be evident through class discussions, as well as when presenting their Afghanistan posters to their groups.

Standard 4, present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation, will be evident in the Afghanistan poster presentations as well as diorama presentations. <sup>i</sup>

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<sup>i</sup> "English Language Arts Standards." | Common Core State Standards Initiative. Accessed October 30, 2015. <http://www.corestandards.org/ELA-Literacy/>.