

Standard Links:	Unit Framework (Email Literacy Coach for an editable copy.)	Suggested Resources from Florida Collections	Academic Concepts	Writing to Texts W.1.1-4.10, L.1.1-L.3.6	Extended Writing W.1.1-4.10, L.1.1-L.3.6
<p>Reading Standards:</p> <ul style="list-style-type: none"> RL 1.1 RI 1.1 RL 1.2 RI 1.2 RL 1.3 RI 1.3 RL 2.4 RI 2.4 RL 2.5 RI 2.5 RL 2.6 RI 2.6 RL 3.7 RI 3.7 N/A RI 3.8 RL 3.9 RI 3.9 <p>Language:</p> <ul style="list-style-type: none"> L 1.1 L 1.2 L 2.3 L 3.4 L 3.5 L 3.6 <p>Writing Standards:</p> <ul style="list-style-type: none"> W 1.1 W 1.2 W 1.3 W 2.4 W 2.5 W 2.6 W 3.7 W 3.8 W 3.9 <p>Use a variety of standards throughout units to maintain a 70/30 Informational/Literature split.</p>	<p>1st Quarter</p> <p>A Suggested Unit Guiding Questions (EQ): How do we interact with others – family, enemies, neighbors, strangers, & those with whom we disagree? (Collection 1)</p> <p>Core Connections Unit</p> <p>1 RI Informational Cluster 3 Question/Task</p> <p>1 RL Literature Cluster 3 Question/Task</p> <p>Expert packs as needed</p> <p>Resources for Ourselves and Others</p> <p>Achieve3000</p> <p>Achieve the Core</p> <p>CommonLit</p> <p>Newsela</p> <p>NoRedInk</p> <p>SharePoint Mid-Level Reading Resource Bank Guide</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Additional resources may be used to create text-sets within the unit.</p> </div>	<p>Possible Text-Set Informational:</p> <p>B1 • “Texas vs Johnson Majority Opinion” p. 15-16</p> <p>B2 • “American Flag Stands for Tolerance” p. 18-20</p> <p>Possible Text-Set Literature:</p> <p>D1 • <i>To Kill a Mockingbird</i> (does not have to be read in its entirety; excerpts are appropriate)</p> <p>D2</p> <p>D3 • “The Lottery” p. 25-36</p> <ul style="list-style-type: none"> • “Without Title” p. 39-40 	<ul style="list-style-type: none"> • Advance the author’s purpose • Claims – Developed & Refined • Colloquialism • Connotative meaning • Context • Court opinion • Cumulative impact • Dependent clause • Explicit meaning • Fallacy • Flashback • Historical significance • Implied theme • Independent clause • Inferences • Juxtaposition • Noun clause • Pacing • Paraphrase • Repetition • Salient points • Seminal document • Situational irony • Specific word choice • Subordinate clause • Structure • Tension • Trace 	<p>C or E</p> <p>Routine Writing and Culminating Tasks:</p> <p>Students must write elaborated paragraphs in response to a reading standard during (Cluster 1 or 2) or after (Cluster 3) each Text Set.</p> <p>(Daily Practice)</p>	<p>FSA Writing features Informative and Argumentative essays.</p> <p>Students must write essays regularly to build and maintain stamina.</p> <p>F</p> <p>Essay Prompt:</p> <p>Unit Essential Question Written Response</p> <ul style="list-style-type: none"> • Informative • Argumentative • Research • Analysis

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