

Standard Links:	Unit Framework (If you would like an editable version please email your Literacy Coach.)	Suggested Resources from Florida Collections	Academic Concepts	Writing to Texts	Extended Writing
Reading Standards: • 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 Language: • L 1.1 L 1.2 • L 2.3 L 3.4 • L 3.5 L 3.6 Writing Standards: • 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 Use a variety of Standards throughout your Units and maintain a 70/30 Informational RI to Literary RL.	1st Quarter A Suggested Guided Question for the Unit (EQ): How do you experience fear and how does it affect you? (Collection 1)				
	Core Connections Unit 1 RI Informational Cluster 3 Question/Task 1 RL Literature Cluster 3 Question/Task Optional Packs	Possible Literary Text-Set B1 • “The Ravine” p. 3-12 B2 • “Life Doesn’t Frighten Me” p. 37-38 B3 • “The Road Not Taken” p. 281-282 Possible Informational Text-Set D1 • “Fears and Phobias” p. 41-46 D2 • Video - <i>Wired for Fear</i>, p. 59-60 Possible Freedom Week Text-Set D3 • “On Doomed Flight, Passengers Vowed to Perish Fighting” p. 294-298* D4 • Video- <i>Memorial is Unveiled for Heroes of Flight 93</i> p. 300* * Sixth grade must commemorate Freedom Week the last full week of September.	• Character development, motivation, traits • Commentary • Conflict • Couplet • Dialect vs. standard English • End Rhyme • Inferences • Lyric poem • Meter • Phrases • Plot diagram: ○ Exposition ○ Rising action ○ Climax ○ Falling action ○ Resolution • Point of view ○ First-person ○ Third-person omniscient ○ Third-person limited • Pronoun use • Repetition • Rhyme scheme • Sentence Structure • Setting • Short Story • Simile • Sound bites • Source • Speaker • Stanza • Suspense • Symbol • Theme • Tone	C or E Routine Writing and Culminating Task: Students must write elaborated paragraphs in response to a reading standard during (Cluster 1 or 2) or after (Cluster 3) each Text Set. (Daily Practice)	FSA Writing features informative and argumentative essays F Essay Prompt: Unit Essential Question Written Response • Informative • Argumentative • Research • Analysis
	Resources for Facing Fears Freedom Week Resources - 6th Grade Achieve3000 Achieve the Core CommonLit Newsela NoRedInk *Additional resources may be used to create text-sets within the Unit.				

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Reading Standards: ● 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 Language: ● L 1.1 L 1.2 ● L 2.3 L 3.4 ● L 3.5 L 3.6 Writing Standards: ● 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 Use a variety of Standards throughout your Units and maintain a 70/30 Informational RI to Literary RL.	2nd Quarter Suggested Guided Question for the Unit (EQ): How do animals show intelligence? (Collection 2)				
	Core Connections Unit 1 RI Informational Cluster 3 Question/Task 1 RL Literature Cluster 3 Question/Task Optional Expert Packs	Possible Literary Text-Set ● “The Mixer” p. 73-88 ● “Animal Wisdom” p. 100-101 ● “The Last Wolf” p. 102 Possible Informational Text-Set ● “How Smart are Animals” p. 105-112 ● “Animal Snoops” p. 117-124 ● Video: <i>Modern Marvels: Dogs</i> p. 73 of student eBook	● Anecdote ● Antecedent ● Author’s purpose ● Capitalization ● Categorize ● Central idea ● Claim ● Compare/Contrast structure ● Conclusion ● Counterargument ● Details ● Dynamic character ● Emotional appeal ● Evidence ● Figurative language ● Idiom ● Imagery ● Intensive pronouns ● Irony – Dramatic, Situational, Verbal ● Paraphrase ● Personification ● Persuasive techniques ● Poetic form – Line, Line break, Stanza ● Proper nouns/ adjectives ● Reasoning ● Relative pronouns ● Sensory language ● Synonym ● Text feature ● Text structure ● Unreliable narrator ● Valid	Routine Writing and Culminating Task: Students must write elaborated paragraphs in response to a reading standard during (Cluster 1 or 2) or after (Cluster 3) each Text Set. (Daily Practice)	FSA Writing features informative and argumentative essays Essay Prompt: Unit Essential Question Written Response ● Informative ● Argumentative ● Research ● Analysis
	Resources for Animals in our World Achieve3000 Achieve the Core CommonLit Newsela NoRedInk *Additional resources may be used to create text-sets within the Unit.				

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	Core Connections Unit 1 RL Literature Cluster 3 Question/Task 1 RI Informational Cluster 3 Question/Task Optional Expert Packs as needed	Possible Literary Text-Set ● “Watcher, After Katrina, 2005” p. 166-167 ● “A Night to Remember” p. 185-192 Possible Informational Text-Set ● “Mammoth Shakes and Monster Waves” p. 139-152 ● Video - <i>The Science of Tsunami</i> p. 139 of student eBook ● Video - <i>Titanic at 100: Mystery Solved</i> p. 197 of student eBook	● Affixes, Prefixes, Suffixes ● Alliteration ● Animation ● Camera angle ● Camera shot ● Capitalization ● Cause/Effect organization ● Common noun ● Diagram ● Documentary ● Footage ● Free verse ● Impact ● Integrate ● Interview ● Literary device ● Meter ● Narrative nonfiction ● Outline ● Point-of-view shot ● Primary source ● Rhyme scheme ● Sentence structure ● Shifts in pronoun ● Simile ● Style consistency ● Synthesize ● Technical language ● Tone ● Voice-over narration ● Word choice	Routine Writing and Culminating Task: Students must write elaborated paragraphs in response to a reading standard during (Cluster 1 or 2) or after (Cluster 3) each Text Set. (Daily Practice)	FSA Writing features informative and argumentative essays Essay Prompt: Unit Essential Question Written Response ● Informative ● Argumentative ● Research ● Analysis
	Resources for Dealing with Disaster Achieve3000 Achieve the Core CommonLit Newsela NoRedInk *Additional resources may be used to create text-sets within the Unit.				

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	Core Connections Unit 1 RL Literature Cluster 3 Question/Task 1 RI Informational Cluster 3 Question/Task Expert Packs as needed	Possible Literary Text-Set • <i>Yeh-Shen: A Cinderella Story from China</i> (pair w/ a Cinderella version) p. 335-340 • “Eleven” p. 233-236 • “The Apple of Discord I” (pair w/ a related Aesop’s Fable or fairy tale) p. 331-332 Possible Informational Text-Set • “The Role of Myths in Ancient Greece” p. 363-368 • Audio: “The Apple of Discord I” audio reading p. 331-332 of student eBook	• Archaic language • Cause/Effect analogies • Closed questions • Essay • Folk tales • Foreshadowing • Genre • Glossary • Inferences • Main idea • Myth • Open questions • Parentheses • Parody • Pattern of organization • Root words • Spelling: Word endings/alterations • Summarize • Supporting details • Stage directions • Symbol • Theme	Routine Writing and Culminating Task: Students must write elaborated paragraphs in response to a reading standard during (Cluster 1 or 2) or after (Cluster 3) each Text Set. (Daily Practice)	FSA Writing features informative and argumentative essays Essay Prompt: Unit Essential Question Written Response • Informative • Argumentative • Research • Analysis
	Resources for Fables, Myths, and Fairy Tales Achieve3000 Achieve the Core CommonLit Newsela NoRedInk *Additional resources may be used to create text-sets within the Unit.				