

Flanagan Reads and Writes Second Quarter

Focus:	LAFS.910.RL.1.1 & LAFS.910.RI.1.1 -Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (<i>All departments</i>) Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	
Dates:	October 26 th – November 10 th	
Assessment Dates:	November 2 nd Reading November 4 th World Languages November 6 th Science November 10 th PE, CTE & JROTC	November 3 rd Language Arts November 5 th Social Studies November 9 th Fine Arts
Question Stems:	LAFS.910.RL.1.1 <ul style="list-style-type: none"> • Select two words or phrases in the passage that support the idea that the character was _____. [Hot Text] • Which quotation supports the idea that Character A is sympathetic to Character B? [Multiple Choice] • Character A’s view of Character B changes during the course of the text. Select a detail from the text that supports this conclusion. [Hot Text] • Part A: How does the main character change from the beginning of the text to the end? Part B: Provide a detail from the text that supports this conclusion. [Two-Part Hot Text] • Part A: How does Character A feel about asking Character B to _____? Part B: Which detail from the text supports the answer in Part A? [Two-Part Hot Text] LAFS.910.RI.1.1 <ul style="list-style-type: none"> • Select two words or phrases in the article that support the idea that _____ is difficult to find. [Hot Text] • Which quotation supports the idea that _____ is difficult to find? [Multiple Choice] • Read this excerpt from the text: (Excerpted text) Select two details from the text that support the author’s conclusion. [Hot Text] • Part A: How do state officials feel about preserving the animal’s habitat? Part B: Which detail from the text supports the answer in Part A? [Two-Part Hot Text] • Part A: Based on the article, how does the author feel about _____? Part B: Which detail from the text supports the answer in Part A? [Two-Part Hot Text] 	
Strategies and Enrichment	Quote It! Graphic Organizer (in Resources folder) - Ask students to “quote” an excerpt from the text. Below the arrow, have your students explain what inference they made from that section of the text. Your students should then be able to see a clear and direct relationship between text and implicit meaning.	

Flanagan Reads and Writes Second Quarter

Focus:	<p>LAFS.910.RL.1.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme.</p> <p>LAFS.910.RL.1.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.</p> <p>Level 3: Strategic Thinking & Complex Reasoning</p>								
Dates:	November 12 th – December 2 nd								
Assessment Dates:	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">November 19th Reading</td> <td style="width: 50%;">November 20th Language Arts</td> </tr> <tr> <td>November 23rd World Languages</td> <td>November 24th Social Studies</td> </tr> <tr> <td>November 30th Science</td> <td>December 1st Fine Arts</td> </tr> <tr> <td>December 2nd PE, CTE & JROTC</td> <td></td> </tr> </table>	November 19 th Reading	November 20 th Language Arts	November 23 rd World Languages	November 24 th Social Studies	November 30 th Science	December 1 st Fine Arts	December 2 nd PE, CTE & JROTC	
November 19 th Reading	November 20 th Language Arts								
November 23 rd World Languages	November 24 th Social Studies								
November 30 th Science	December 1 st Fine Arts								
December 2 nd PE, CTE & JROTC									
<p>Question Stems:</p> <p><i>Hot text requires the student to select sentences or phrases from the text that support an analysis or inference. In a two-part hot text item, Part A might ask the student to make an analysis or an inference, Part B might require the students to use the text to support the answer in Part A.</i></p>	<p>LAFS.910.RL.1.3</p> <ul style="list-style-type: none"> • Which detail shows how the main character changes by the end of the passage? [Hot Text] • How does the main character change from the beginning of the passage to the end? [Multiple Choice] • Explain how the main character changes at the end of the passage. Then, provide a detail from the passage to support your choice. [Open Response] • Part A: How does the main character change? Part B: How does the change affect the plot? [Two-Part Hot Text] • How does the change in the main character help develop the theme? [Multiple Choice] • Explain how the contrast the author creates between Character A and Character B helps develop the theme of the passage. [Multiple Choice] <p>LAFS.910.RL.1.3</p> <ul style="list-style-type: none"> • How does the author order the ideas in the text? [Multiple Choice] • Select three sentences from the text that show how the author uses _____ as a way to develop the ideas in the text. [Hot Text] • The author attempts to show that _____ has an impact on _____. Select three details that show this connection. [Hot Text] • Part A: How does the author develop ideas throughout the text? Part B: Select three details from the text that show the development of the author’s ideas. [Two-Part Hot Text] • Part A: How does the author develop ideas throughout the text? Part B: What effect does this have on the meaning of the text? [Two-Part Hot Text] • How does the author use sources to support the viewpoint? How does this selection affect the meaning of the text? [Open Response] 								
Strategies and Enrichment	Focus should be on character development that is consistent with the major theme(s) of the passage or significantly contributes to the advancement of the plot.								