<table>
<thead>
<tr>
<th>August</th>
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</thead>
</table>
| • **What is effective writing?** | **SpringBoard Unit #1**  
**The Challenge of Heroism: Activities** (TE pages)  
Challenges p. 16  
Portfolio Cover p. 20  
Multiple Intelligences p. 21  
Hero anticipation Guide p. 25  
What Makes Someone a Hero? p. 27  
Heroic Vocabulary Word Wall p. 29  
A Hero in Action p. 31  
Notable Quotable p. 33  
Song Lyric Reading p. 35  
Heroic News p. 38  
October Sky p. 41  
“A Man” p. 45  
“If I Can Stop One Heart from Breaking” p. 48  
“Moco Limping” p. 52  
Researching and Presenting Two Heroes p. 57  
A Real Life Hero p. 62  
A Gaggle of Grammar p. 71  
Embedded Assessment #1 p. 73 | **LA.A.2.3.1** – Determines the main idea and identifies relevant facts, and patterns of organization.  
**LA.A.2.3.2** – Identifies author’s purpose and or point of view and uses the information to construct meaning.  
**LA.B.1.3.1** – Organizes information before writing according to the type and purpose for writing.  
**LA.B.2.3.2** – Organizes information using alphabetical, chronological, or numerical systems  
**LA.C.1.3.1** – Listens and uses information gained for a variety of purposes  
**LA.D.1.3.3** – Understands awareness of the difference between the use of English in formal and informal settings.  
**LA.E.1.3.2** – Recognizes complex elements of plot including setting, character development, conflicts, and resolutions.  
**LA.E.2.2.1** – Recognizes cause and effect relationships in literary and information texts.  
**LA.E.2.3.1** – Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line. | **SpringBoard Books**  
**McDougal Littell Language of Literature and all ancillary and resource materials**  
**Prentice Hall Writing and Grammar and all ancillary and resource materials**  
**6 Traits Materials**  
**School Based Instructional Focus**  
**FCAT/ FCAT Writing+ Supplemental Materials**  
**Springboard Online Technology manual**  
**Technology:**  
DVD/video and audio Clips  
“Heroes” songs  
“October Sky”  
“Holes”  
“Mulan” | **Diagnostic Writing samples:**  
**Expository/Persuasive**  
**Teacher Directed Content Assessments Including:**  
• Writing practice  
• Grammar practice  
• FCAT Prep  
• Formal Assessments in Language of Literature  
**SpringBoard Unit One: Embedded Assessment:**  
1. Writing about a Personal Hero- Interview and Expository Essay p. 73  
**SpringBoard Online Diagnostic Assessments** |

* SB = SpringBoard  
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LL = McDougal Littell Language of Literature text or resources  
WG = Prentice Hall Writing and Grammar text or resources  
****Please note that writing prompts will be available in the near future

| Short Stories | **Diagnostic Writing samples:**  
**Expository/Persuasive**  
**Teacher Directed Content Assessments Including:**  
• Writing practice  
• Grammar practice  
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**SpringBoard Unit One: Embedded Assessment:**  
1. Writing about a Personal Hero- Interview and Expository Essay p. 73  
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<td>• <strong>How does dealing with a disability (of your own or another person’s) make you a stronger Individual?</strong></td>
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<td>• <strong>What do you Consider your Greatest challenge to be?</strong></td>
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<td>• <strong>What makes a person a hero?</strong></td>
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<td>Set Up Student Portfolios</td>
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<td>Diagnostic Writing Sample</td>
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<td>Quick write p. 31SB.</td>
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<td>The Writer in You WG Ch.1</td>
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<td>Review Writing Process WG Ch. 2</td>
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<td>Paragraph Writing Ch. 3</td>
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<td>Writing an Autobiographical incident pp. 174-176 LL</td>
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<td>Narration/Autobiographical writing WG Ch. 4</td>
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<td>Taking notes/outlining LL pp. 45&amp;46</td>
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<td>Sentence combining SB p. 71</td>
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<td>WG 469-475</td>
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<td>Writing a Diamante Poem</td>
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<td>Nouns and Pronouns Ch. 14</td>
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<td>Punctuating quotations Ch. 26</td>
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<td>Capitalization Ch 27</td>
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</table>
| September | • What do you consider to be your most important responsibility?  
• What is your most prized possession?  
• How do you define “Hero”?  
• Would you do something heroic, even if it made you unpopular? | SpringBoard Unit #1 (continued)  
The Challenge of Heroism: Activities (TE pages)  
What Makes Someone a Hero? Part 2 p. 75  
The Challenge of the Hero’s Journey p. 77  
Stanley’s Journey p. 77  
Real World Heroes p. 85  
A Different Kind of Hero p. 87  
In Your Own Words p. 89  
Woman Warrior p. 90  
Degrees of Meaning p. 98  
Words in Context p. 99  
Definition of a Hero Revisited p. 101  
Embedded Assessment # 2  
Visualizing an Event in a Hero’s Journey p. 103  
The Hero in You p. 105  
Revisiting Portfolio p. 107 | LAA. 132- Uses a variety of strategies to analyze words and text, draw conclusions use context and word structure clues, and recognize organizational patterns.  
L.A.A.2.3.1 – Understands how character and plot development, point of view, and tone are used in texts.  
L.A.B.1.3.1 – Organizes information before writing.  
L.A.B.2.3.2 – Organizes information using alphabetical, chronological, or numerical systems  
L.A.D.1.3.4 – Explores the origin and historical development of words and usage patterns.  
L.A.D.131- Understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.  
L.A.D.234- Understands how the multiple media tools of graphics, pictures, color, motion and music can enhance communication in television, film, radio, and advertising  
L.A.E.1.3.2 – Analyzes the relevance of setting to the mood, tone, and meaning of the text.  
L.A.E.1.3.3 – Understands various elements of author’s  
SpringBoard Books  
McDougal Littell Language of Literature and all ancillary and resource materials  
Prentice Hall Writing and Grammar and all ancillary and resource materials  
6 Traits Materials  
School Based Instructional Focus  
FCAT/ FCAT Writing+ Supplemental Materials  
SpringBoard Online Technology Manual  
DVD /video and/or Audio Clips  
“Heroes” son Indiana Jones’ Last Crusade  
October Sky  
Holes  
Mulan | Teacher Directed Content Assessments  
Including:  
• Writing practice  
• Grammar practice  
• FCAT Prep  
• Formal Assessments in Language of Literature Lesson Resource  
SpringBoard Unit 1 Embedded Assessment:  
2. Visualizing an Event in a Hero’s Journey | Short Story:  
*“Flowers for Algernon” pp. 82-124  
“Charles” by Shirley Jackson, LL p.S21 – S27  
FCAT Practice  
Poetry:  
“I’m Making a List” Shel Silverstein  
Nonfiction Selection:  
“A Real Life Hero” SPB p. 63-66  
“Still Me”, “Speech” pp. 374-382 LL  
Novels:  
Flowers for Algernon Daniel Keyes  
Silent Storm Anne Sullivan Macy |   |

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</table>
|       | **Six Traits:**  
Organization, Ideas, Word choice,  
Conventions  

Grammar Skills:  
W & G:  
Chapter 15 Verbs  
Chapter 16 Adjectives and Adverbs  
Teacher Selected Novel | **clarity including word choice,  
symbolism, figurative language, mood, irony,  
foreshadowing, flashback,  
persuasion techniques, and  
point of view in both fiction and non-fiction.** | | | | |

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Revised: 8/13/06

PLANNING DOCUMENT
### October
- Why are rules and laws necessary?
- Are all rules and laws fair to all people? Explain.
- Can films and videos affect the behaviors of individuals in society?
- Do filmmakers have a moral responsibility to society?
- Is there a scientific explanation for all phenomenon?
- Do you think a perfect society exist today? Why or why not?

**(SpringBoard Unit 2)**
**The Challenge of Society:**
**Activities:** (TE pages)
- Learning Film technology p. 128
- Playing Around with Film Terminology p. 131
- Applying Film Terminology p. 131
- Paying Attention to Details p. 136
- Challenges in Society p. 140
- Introduction to Utopia p. 141
- Reading Utopia p. 145
- In My perfect world p. 149
- Taking a Stand p. 151
- Reading the Cover p. 153
- Reading the Opening p. 155
- Precise Words p. 161
- Babies and Birthdays p. 164
- Characterization pl 167
- Ages and Stages pl 171
- The Circle of Life p. 174
- Making Predictions p. 177
- Rules in Society p. 181
- Banned Books pl 183
- Coming to your senses p. 185
- Is Everybody Happy? p. 187
- It’s a Nice Place to visit p. 189

Embroided Assessment #1 Sharing your Utopia p. 191

**Core Literature:**
- "The Tell-Tale Heart" p. 246

**Literary Elements:**
- Setting, Characterization, Plot, Mood,

**Writing:**
- Paraphrasing, LLpp.716-721
- Writing a Frame Poem SB p. 149
- Using more Precise words SB p. 161

**Teacher Directed Content Assessments Including:**
- Writing practice
- Grammar practice
- FCAT Prep
- Formal Assessments in Language of Literature

**SpringBoard Books**
- McDougal Littell Literature and all ancillary and resource materials
- Prentice Hall Writing and Grammar and all ancillary and resource materials

**6 Traits Materials**
- School Based Instructional Focus
- FCAT/ FCAT Writing+
- Supplemental Materials
- SpringBoard Online Technology Manual

**Novel**
- The Giver by Lois Lowry

**Drama**
- The Hitchhiker LL p.654

**Poetry**
- "Southbound on the Freeway” LL p. 587
- “The Choice” LL p. 600

**Nonfiction Literature Selections:**
- "A Running Book of Horror” LL p. 574
- "Birthday Ritual a Grave Tradition” LLp. 634
- "Man-made Monsters” LL p..638

**Tales From Edgar Allen Poe**

**Novels:**
- The House of Dies Drear

---

**LA.A.1.3.4**
Uses strategies to clarify meaning in poetry such as paraphrasing

**LA.A.2.3.1** – Determines the main idea and identifies relevant facts, and patterns of organization.

**LA.A.2.3.5** – Locates, organizes, and interprets written information.

**LA.B.1.3.1 – 1.3.3** – Uses the writing process effectively for various writing situations.

**LA.E.1.3.2** – Analyzes the relevance of setting to the mood, tone, and meaning of the text.

**LA.E.1.3.4** – Knows how mood or meaning is conveyed in poetry.

**LA.E.1.3.5** – Identifies and examine recurring themes in short stories.

**LA.E.2.3.1** – Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

**LA.E.2.3.2.** – Responds to a work of literature by interpreting selected phrases, sentences and passages and

SpringBoard Online Assessments
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</table>
|         | • Using Transition words and phrases WG p. 38  
|         | • Taking notes SB pp. 155-160  
|         | • Writing compare and contrast paragraphs. SB pp. 164-166 & P. 174  
|         | • Create a travel guide (brochure) and poster SB pp. 191-194  
|         | Embedded Assessment #1.  
|         | **Six Traits:**  
|         | Word Choice, Voice, Organization, Ideas, and Conventions  
|         | **Grammar Skills:**  
|         | WG Ch. 16 Adjectives and Adverbs  
|         | Ch. 3 Reviewing Transition words in paragraphs according to purpose.  
|         | **Teacher Selected Novel**  
|         | applying the information to personal life.  
|         | | | | | Virginia Hamilton  
|         | | | | | Farenheit 451  
|         | | | | | Ray Bradbury  
|         | | | | | The Secret Room  
|         | | | | | William Dorr |

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Revised: 8/13/06
### November

- **What should a responsible citizen do to serve his country?**
- **Is Patriotism an old-fashioned idea or a timeless concept?**
- **What would you sacrifice to give to someone less fortunate than yourself?**
- **What are the steps in writing an effective research paper?**
- **How should effective persuasive writing move your audience?**

#### (SpringBoard Unit 2)
**The Challenge of Society: Activities: (TE pages)**
- Sameness-Fiction and Nonfiction p. 195
- Color Connotation p. 204
- The Challenge of Society in “Antz” p. 206
- War Games p. 208
- Marking the text p. 212
- Socratic Seminar p. 214
- An Ending to the Giver p. 215
- Author’s Purpose: Lowry’s Newbery Acceptance Speech p. 217

**Core Literature:**
- **Short Story:** “Stop the Sun” LL pp. 48-54
- **Journal:** "Civil War Journal"
- **LL Louisa May Alcott** p. 784
- **Poetry:** “Paul Revere’s Ride” p. 716

**Literary Elements:**
- Setting, Characterization, Plot, Theme

**Writing:**
- Taking notes and paraphrasing LL pp. 716-721
- Writers Workshop LL p. 818
- Writer’s handbook pp. R51-55
- Writing a Persuasive Essay
- Writing a letter to the author SB p. 215 W&G p. 261, p. 650

**L.A.A.1.3.2.—Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues and recognize organizational patterns.**

**L.A.A.2.2.3.2.—Identifies author’s purpose and or point of view in a variety of texts and use the information to construct meaning.**

**L.A.A.2.2.7.—Compares and contrasts character motivation and reaction.**

**L.A.A.2.3.8.—Checks the validity and accuracy of information.**

**L.A.B.1.3.1—1.3.3.—Uses the writing process effectively for persuasive and expository responses.**

**L.A.C.3.3.1.—Understands how volume, stress, positively or negatively affects an oral presentation.**

**L.A.D.1.3.3.—Demonstrates an awareness of the difference between the use of English in formal and informal settings.**

**L.A.D.2.3.6.—Understands specific ways that mass media can potentially enhance or manipulate information.**

**SpringBoard Books**
- McDougal Littell Language of Literature and all ancillary and resource materials
- Prentice Hall Writing and Grammar and all ancillary and resource materials

**6 Traits Materials**
- School Based Instructional Focus
- FCAT/FCAT Writing+ Supplemental Materials

**Technology:**
- SpringBoard Online technology manual

**DVD/Video clips:**
- *Ever After*
- *Finding Forester*
- *Antz*
- *ET*
- *Contact*

**Teacher Directed Content Assessments Including:**
- Writing practice
- Grammar practice
- FCAT Prep
- Formal Assessments in Language of Literature

**November Prompt**

**Benchmark Assessment**

**SpringBoard Online Diagnostic Assessments**

- Short Story: “War Party” LL pp. 737-750
- Poem: "The Charge of the Light Brigade”
- "The Other Pioneers” LL p. 751
- Nonfiction Literature Selection
- “Lincoln” a Photobiography LL p.769
- “Dear America” by George Robinson, p.55
- “Undaunted Courage” LL Stephen Ambrose, p.723
- “I Was Dreaming to Come to America” LL p. 885

**Song**
- “This Land is Your Land” LL p.888

**Novels**
- Across Five Aprils
- Irene Hunt
- Parks Quest
- Katherine Paterson
- Johnny Tremain
- Ester Forbes
- The Wall
- Eve Bunting (picture book)

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<td>L.A.E.2.3.1 – Understands how character and plot development, point of view, and tone are used in various selections.</td>
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| December | *What is your most prized possession?*  
*How can someone else breaking the rules affect you?*  
*Why is it necessary to respect the rules of a game in order to have a fair outcome?*  
*What would you do with a million dollars?*  
*What has been Your greatest challenge to date? (is it the same one you listed in August, or is it a different one?* | SpringBoard Unit 2 (continued)  
The Challenge of Society:  
Activities: (TE pages)  
Revisiting the Anticipation Guide p. 228  
Alien Escape p. 230  
Ellie’s Journey p. 235  
Embedded Assessment Two:  
Tracking Jonas’s Journey p. 237  
Challenging Texts p. 240 | L.A.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses.  
L.A.B.1.3.2 - the student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation  
L.A.C.1.3.3—Acknowledges the feelings and messages sent in a conversation.  
L.A.E.1.3.2 – Recognizes complex elements of plot including setting, character development, conflicts, and resolutions.  
L.A.E.2.3.1 – Understands character and plot development, point of view, and tone are use in various selections to support a central conflict or story line. | SpringBoard Books  
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Prentice Hall Writing and Grammar and all ancillary and resource materials  
6 Traits Materials  
School Based Instructional Focus  
FCAT/ FCAT Writing+ Supplemental Materials  
Technology: SpringBoard Online technology manual  
DVD /video and audio Clips  
“ET”  
“Contact”  
Novel:  
Nothing But the Truth  
Avi |  
Teacher Directed Content Assessments Including:  
*Writing practice*  
*Grammar practice*  
*FCAT Prep*  
*Formal Assessments in Language of Literature*  
Short Stories:  
*“The Bet” p. 129. Anton Chekhov*  
*“Found Money” LL p.283*  
*“The Gift of the Magi” O. Henry*  
*“Christmas Day in the Morning” Pearl S. Buck*  
*“The Necklace” Guy de Maupassant*  
Drama:  
*“The Million Pound Bank Note” LL pp. 265-278 Mark Twain*  
Novel  
The Pearl  
John Steinbeck |

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<td>Chapter 19 Basic Sentence Parts</td>
<td>Chapter 20 Phrases and Clauses</td>
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### January

- **Have you ever been torn between what you wanted to do and what others wanted you to do?**
- **Describe a situation when telling the truth may have jeopardized a friendship.**
- **What has been your greatest challenge to date? (is it the same one you listed in August, or is it a different one?)**
- **What is propaganda?**
- **How does the media influence the choices you make in your everyday life?**
- **What do you think is meant by the statement “I”**

#### SpringBoard Unit #3
**Reflecting on Challenges: Activities (TE pages)**
- Challenge Quotes & Survey p. 254
- Introduction to Read Around Groups p. 258
- Reading for Cohesion p. 251
- Challenges in Learning p. 268
- Embedded Assessment One: Revising a Piece of Writing p. 270
- Multiple Intelligences-A Snapshot p. 272
- Strategies Reflection p. 276
- Using Multiple Intelligence Types p. 278
- Embedded Assessment two: Reflecting on Academic Challenges p. 282
- Challenges in the Wider World p. 285

#### Core Literature: Poetry
- **“Mother to Son” p. 76**
- **“Mi Madre” p.139 LL**
- **“Legacies” p. 168**

#### Short Story: The Treasure of Lemmon Brown p. 144

#### Literary Elements/Analysis:
- Characters (Static and Dynamic)
- Speaker, Figurative Language, Repetition, Symbolism,

#### Writing:
- FCAT Writing Review

#### SpringBoard Books
- Mc Dougal Littell Language of Literature and all ancillary and resource materials
- Prentice Hall Writing and Grammar and all ancillary and resource materials

#### 6 Traits Materials
- School Based Instructional Focus

#### Technology:
- SpringBoard Online technology manual

### Teacher Directed Content Assessments Including:
- Writing practice
- Grammar practice
- FCAT Prep
- Formal Assessments in Language of Literature

#### SpringBoard Unit #3
**Embedded Assessment 1. Revising a Piece of Writing**

#### Embedded Assessment 2. Reflecting on academic challenges

### MIDTERM EXAM

**Short Story:**
- The Woman in the Snow” LL pp. 944-950

**Poetry:**
- “What is Success?” LL p. 207
- Ralph Waldo Emerson
- “The Lesson of the Moth” LL pp. 250-251
- Don Marquis
- “We Alone” by Alice Walker, p.279
- **“Choices”** p. 168
- **“The Drum”** p. 168
- **Grandmothers** LL pp. 408
- Nikki Giovanni,
- “Lift Every Voice and Sing” by James Weldon Johnson, p.879
- **“Mourning Grace”** by Maya Angelou, p.665

**Biography:**
- **“From Harriet Tubman” Ann Petry,** pp.298-314
- **“Speech to the Young” by Gwendolyn Brooks,** p.194
- **“Letter to Harriet Tubman” from Fredrick Douglass,** p.765

**Non fiction selections**
- “Speech to the Young” by Gwendolyn Brooks, p.194
- “Letter to Harriet Tubman” from Fredrick Douglass, p.765

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|       | am above the influence” | • Select an earlier piece to revise  
• Review revision strategies that address the type of writing you have chosen to revise in W&G Ch. 4-10  
• Writing a poem W&G pp. 128-129, Writing Workshop LL pp. 252-253 | Six Traits:  
Review all 6 Traits  
Grammar Skills – W&G  
Ch. 17 Prepositions  
Ch 18 Conjunctions and Interjections  
Ch 19 Basic Sentence Parts  
Ch 24 Making Words Agree | Teacher Selected Novel | a central conflict or story line.  
LA.E.2.3.4 - Knows ways in which literature reflects the diverse voices of people from various backgrounds.  
LA.E.2.3.5 – Locates, organizes, and interprets written information. | Novels:  
“The Journal of Joshua Loper: A Black Cowboy” Walter Dean Myers  
“The Glory Field” Walter Dean Myers  
“The Dreamkeeper” Langston Hughes |

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| February  | - Is practicing self-control more difficult than displaying physical strength?  
  - Why do you think it is important for successful wealthy athletes, entrepreneurs, and celebrities to give back to their communities?  
  - What are the steps in writing an effective research paper? | (SpringBoard Unit 4 Part 1)  
  Real Life Challenges:  
  Activities (TE pages)  
  Thinking about Ideas p. 302  
  Talking about Ideas p. 306  
  Ideas at Home p. 308  
  Introducing a RAFT p. 311  
  Ideas at School p. 314  
  Ideas in the World p. 316  
  An Idea for Derek Jeter p. 318  
  School Uniforms p. 325  
  Boys Called on More at School p. 330  
  United We Stand p. 335  
  Identifying Faulty Persuasion p. 342  
  United We Stand Reconciliation p. 345  
  Ideas about Cloning p. 352  
  Embedded Assessment One:  
  Writing a Persuasive Essay pp. 364-371 | L.A.A.2.3.1 – Determines the main idea  
 L.A.A.2.3.2 – Understands author’s point of view  
 L.A.A.2.3.4 – enjoys independent reading  
 L.A.A.2.3.6 – Uses a variety of reference materials including indexes, magazines, newspapers, and journals and tools, including card catalogs and computer catalogs, to gather information for research topics.  
 L.A.A.2.7 – Recognizes the use comparison and contrast.  
 L.A.B.2.3.3 – Selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats. According to the intended audience, purpose, and occasion.  
 L.A.E.2.3.3 – Reads and analyzes literature with a group.  
 L.A.B.2.3.3 – Writes in response to literature.  
 L.A.E.2.3.5 – Recognizes different approaches that can be applied to the study of literature.  
 L.A.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses.  
 L.A.C.3.3.1—Understands how volume, stress, pacing, | SpringBoard Books  
 McDougal Littell Language of Literature and all ancillary and resource materials  
 Prentice Hall Writing and Grammar and all ancillary and resource materials  
 6 Traits Materials  
 School Based Instructional Focus  
 FCAT/FCAT Writing+ Supplemental Materials  
 Technology: SpringBoard Online technology manual | FCAT Writing+ Assessment  
 Teacher Directed Content Assessments Including:  
 • Writing practice  
 • Grammar practice  
 • FCAT Prep  
 • Formal Assessments in Language of Literature Lesson Resource  
 SpringBoard Unit 4 Embedded Assessment 1. Writing a Persuasive Essay  
 Prepare/Select entries for Literary Fair |

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|       | SB p. 369           | • Research Report Writing  
• Writers Workshop LL p. 818  
• Writer’s handbook pp. R51-55  
• Research Report Writing WG Chapter 13  
• Persuasion ; WG Ch. 3  
• Writing a persuasive letter SB p. 308-310  
• Writing a Persuasive Essay SB pp. 364-371  
• Select pieces for Literary Fair  
• Revising a Peer’s work using Soapstone strategy p. 371 | and pronunciation can positively or negatively affect an oral presentation. | | | |

**Six Traits:**  
Review all 6 Traits

**Grammar Skills: WG**  
Chapter 6: Description  
Chapter 25:Using Modifiers

**Teacher Selected Novel**

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### March

**March**

- **Why is courage necessary to survive?**
- **Why is it important to be tolerant and accepting of the cultures of other people?**
- **What are the elements of writing an effective one-act-play?**
  
  Explain:
  - What Neitzche meant when he said, “That which does not kill us only makes us stronger.”

**SpringBoard Unit #4 Real Life Challenges (continued)**

**Activities: (TE pages)**

- Portfolio p. 373
- Nonfiction Literature Circles p. 376
- Role Discussion for Literary Circles p. 381
- Heroic Challenges p. 391
- Final Discussion p. 394
- Embedded Assessment #2 p. 396
  Presenting a Real Life Hero

**Novel Study:**

- Nonfiction Literature circles
- Teacher’s Choice (Biographies)

**Core Literature:**

* The Diary of Anne Frank
  Act I – p.447

**Literary Elements:**

- Setting, Characters, Plot, (Conflicts, Rising Action, Climax, Resolution Exposition, Flashback,)

**Writing:**

- Writing a RAFT SB. p. 370
- Writing a Letter
- Biographical Writing
- Narrative Writing
- Creative Writing (Poetry)
- Evaluating web sites
  SB p. 383

**Six Traits:**

- Review all 6 Traits

**L.A.A.1.3.2** – Uses story mapping to enhance understanding of plot and make inferences about what is read.

**L.A.B.1.3.1 – 1.3.3** – Uses the writing process effectively for various responses.

**L.A.C.1.3.1**—listens and uses information gained for a variety of purposes.

**L.A.D.1.3.2** – Compares and contrasts literature from different time periods and cultures.

**L.A.E.1.3.2** – Understands and appreciates plot, and author’s use of flashback, exposition, conflict, rising action, climax, and conflict resolution.

**L.A.E.2.3.1** – Understands and appreciates a drama.

**SpringBoard Books**

- McDougal Littell
- Language of Literature and all ancillary and resource materials

**Prentice Hall Writing and Grammar and all ancillary and resource materials**

**6 Traits Materials**

**School Based Instructional Focus**

**SpringBoard Books**

- McDougal Littell
- Language of Literature and all ancillary and resource materials

**Prentice Hall Writing and Grammar and all ancillary and resource materials**

**6 Traits Materials**

**FCAT/ FCAT Writing+ Supplemental Materials**

**Technology:**

SpringBoard Online technology manual

**Embedded Assessments**

Teacher Directed Content Assessments Including:

- Writing practice
- Grammar practice
- FCAT Prep
- Formal Assessments in Language of Literature

**SpringBoard Embedded Assessment Unit #4**

2. Presenting a Real Life Hero

**Nonfiction selections:**

- “Who Was Anne Frank?”, p.444

**Interview**

- “The Last Seven Months of Anne Frank”, p.515

**Autobiography**

- “All But My Newspaper Article Life”, p.522

**Newspaper Article**

- “A Diary from Another World”, p.528

**Novels:**

- “Alan and Naomi”
  Myron Levy

- “Milkweed”
  Jerry Spinelli

- “Night” by Eli Wiessel

- “Walk Two Moons” by Sharon Creech

- “Farwell to Manzanar”
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| April     | • What are some things that make us laugh?  
            • Why do we laugh at some things when they aren’t even funny?  
            • What would life be like without humor? | SpringBoard Unit 5  
**The Challenge of Comedy**  
Activities: (TE pages) | L.A.A.1.3.4 – Uses strategies to clarify meaning.  
L.A.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses.  
L.A.C.1.3.4 – Uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.  
L.A.D.2.3.2 – Uses literary devices and techniques in the comprehension and creation of written, oral, and visual communication.  
L.A.E.2.3.1 – Knows ways the tone of a literary work is used, and uses devices to develop relationships among ideas. | SpringBoard Books  
McDougal Littell Language of Literature and all ancillary and resource materials  
Prentice Hall Writing and Grammar and all ancillary and resource materials  
6 Traits Materials  
School Based Instructional Focus  
FCAT/ FCAT Writing+ Supplemental Materials  
Technology: SpringBoard Online technology manual  
DVD /video and audio Clips  
Jerry Seinfeld  
Crocodile Dundee  
Monsters, Inc.  
Back to the Future III  
Twins  
Spider Man  
Dumb and Dumber  
A Midsummer Night’s Dream | Teacher Directed Content Assessments Including:  
• Writing practice  
• Grammar practice  
• FCAT Prep  
• Formal Assessments in Language of Literature  
SpringBoard Unit 5  
Embedded Assessment: 1. Writing an Analysis of a Humorous Text  
Short Story  
**“The Ransom of Red Chief”** p. O. Henry  
Poetry:  
“The Other Pioneers” by Roberto Felix Salazar, p.751  
Personal Narrative:  
“Roughing It” by Mark Twain, p.795  
Fable:  
“A Fable” by Mark Twain, LL p. 805 (video available)  
Journal Entry:  
“Mark Twain’s Comedy Knight” by Mark Twain,LL p.811 |

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| May   | • What was the funniest thing that happened this school year that you can remember?  
• Explain the saying… “Laughter is the Best Medicine.”  
• If you could change anything that happened this year, what would it be? | Springboard Unit #5 The Challenge of Comedy (continued)  
Activities: (TE pages)  
Getting to Know Shakespeare p. 468  
Putting the Play into Context p. 471  
Insults wit Flair p. 475  
A Guided Reading of a Scene p. 479  
A Close Reading of a Scene p. 482  
From Acting Companies to Focus Groups p. 488  
Same Text Different Test p. 491  
Submitting a Proposal Packet p. 495  
Seeing the Humor p. 490  
Embedded Assessment Two: Performing a Comic Scene p. 502 | L.A.A.1.3.1—Uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selections.  
L.A.A.1.3.2—Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.  
L.A.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses.  
L.A.C.1.3.1—Listens and uses information gained for a variety of purposes.  
L.A.D.2.3.4—Understands how the multiple media tools of graphics, pictures, color, motion and music can enhance communication in television, film, radio and advertising.  
L.A.D.3.5—Incorporates audiovisual aids in presentations  
L.A.E.2.3.3 – Recognizes that a | Springboard Books  
McDougal Littell Literature and all ancillary and resource materials  
Prentice Hall Writing and Grammar and all ancillary and resource materials  
6 Traits Materials  
School Based Instructional Focus  
FCAT/ FCAT Writing+ Supplemental Materials  
Technology: SpringBoard Online technology manual  
DVD /video Clips  
Jerry Seinfeld  
Crocodile Dundee  
Monsters, Inc.  
Back to the Future III  
Twins  
Spider Man  
Dumb and Dumber | Teacher Directed Content Assessments Including:  
• Writing practice  
• Grammar practice  
• FCAT Prep  
• Formal Assessments in Language of Literature  
SpringBoard Unit 5 Embedded Assessment: 2. Performing a Comic Scene  
FINAL EXAM |  

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<td>• Finalize Writing /SpringBoard Portfolios • Write scripts for multimedia presentation WG pp. 689-690 • Creating and presenting a multimedia presentation: LL 968-972 R122-123</td>
<td>literary text may elicit a wide variety of valid responses</td>
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<td>Grammar Skills: WG Final Cumulative Assessment W &amp; G Teacher Selected Novel</td>
<td>LA.E.1.3.1 – Identifies universal themes in various types of writing.</td>
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