

MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
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<p>August</p>	<ul style="list-style-type: none"> • What is effective writing? • How does dealing with a disability (of your own or another person's) make you a stronger Individual? • What do you Consider your Greatest challenge to be? • What makes a person a hero? 	<p>SpringBoard Unit #1 The Challenge of Heroism: Activities: (TE pages)</p> <p>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</p> <p>Core Literature: Poetry "Fear" / "Miedo" pp. 368-369 LL "Identity" p.367 LL</p> <p>Short Story: •* "Raymond's Run" pp. 2-16 Poetry: "O Captain My Captain" SB p. 35 & LL p. 779</p>	<p>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.</p>	<p>SpringBoard Books</p> <p>McDougal Littell Language of Literature and all ancillary and resource materials</p> <p>Prentice Hall Writing and Grammar and all ancillary and resource materials</p> <p>6 Traits Materials</p> <p>School Based Instructional Focus</p> <p>FCAT/ FCAT Writing+ Supplemental Materials</p> <p>Springboard Online Technology manual</p> <p>Technology: DVD /video and audio Clips</p> <p>"Heroes" songs "October Sky" "Holes" "Mulan"</p>	<p>Diagnostic Writing samples: Expository/ Persuasive</p> <p>Teacher Directed Content Assessments Including:</p> <ul style="list-style-type: none"> • Writing practice • Grammar practice • FCAT Prep • Formal Assessments in <u>Language of Literature</u> <p>SpringBoard Unit One: Embedded Assessment:</p> <p>1. Writing about a Personal Hero- Interview and Expository Essay p. 73</p> <p>SpringBoard Online Diagnostic Assessments</p>	<p>Short Stories "Checkouts" LL p.22</p> <p>* "The King of Mazy May" Jack London pp.58-72 LL p 148-156</p> <p>"The Great Rat Hunt" by Laurence Yep, LL pp.107-</p> <p>Memoir "Flying" LL p. 118 Reeve Lindbergh</p> <p>Diary Entry "Diary Entry" LL p. 126 Ann Morrow Lindbergh</p> <p>Nonfiction Selections:</p> <ul style="list-style-type: none"> • "Do Try This at Home" LL pp. 44-47 • "The Story of an Eyewitness" LL pp. 159-166 <p>Novels: "<u>Homecoming</u>" by Cynthia Voight</p>
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		<p>Literary Elements: Setting,, Anecdotes, Characterization , Protagonist, Antagonist, Plot, Conflict, Figurative Language, Extended Metaphor</p> <p>Writing:</p> <ul style="list-style-type: none"> ▪ Set Up Student Portfolios ▪ Diagnostic Writing Sample ▪ Quick write p. 31SB. ▪ The Writer in You WG Ch.1 ▪ Review Writing Process WG Ch. 2 ▪ Paragraph Writing Ch. 3 ▪ Writing an Autobiographical incident pp. 174-176 LL ▪ Narration/Autobiographical writing WG Ch. 4 ▪ Taking notes/outlining LL pp. 45&46 ▪ Sentence combining SB p. 71 ▪ WG 469-475 ▪ Writing quotations SB p. 71 ▪ Writing a Diamante Poem <p>Six Traits : Organization, Ideas, and Conventions</p> <p>Grammar Skills: WG Nouns and Pronouns Ch. 14 Punctuating quotations Ch. 26 Capitalization Ch 27</p>				
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<p>September</p>	<ul style="list-style-type: none"> • 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? 	<p>SpringBoard Unit #1 (continued) The Challenge of Heroism: Activities (TE pages)</p> <p>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</p> <p>Core Literature: Poetry “Fear” / “Miedo” pp. 368-369 LL “Identity” p.367 LL</p> <p>Literary Elements/: Symbolism, Figurative Language</p> <p>Writing:</p> <ul style="list-style-type: none"> • Writing an original definition • Note taking skills Ch.8 W& G • Revision • Exposition • Persuasive Writing 	<p>LAA. 132- Uses a variety of strategies to analyze words and text, draw conclusions use context and word structure clues, and recognize organizational patterns. LA.A.2.3.1 – Understands how character and plot development, point of view, and tone are used in texts. LA.B.1.3.1 – Organizes information before writing. LA.B.2.3.2 – Organizes information using alphabetical, chronological, or numerical systems LA.D.1.3.4 – Explores the origin and historical development of words and usage patterns. LA.D.131- Understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language. LA.D.234- Understands how the multiple media tools of graphics, pictures, color, motion and music can enhance communication in television, film, radio, and advertising LA.E.1.3.2 – Analyzes the relevance of setting to the mood, tone, and meaning of the text. LA.E.1.3.3 – Understands various elements of author’s</p>	<p>SpringBoard Books</p> <p>McDougal Littell <u>Language of Literature</u> and all ancillary and resource materials</p> <p>Prentice Hall <u>Writing and Grammar</u> and all ancillary and resource materials</p> <p>6 Traits Materials</p> <p>School Based Instructional Focus</p> <p>FCAT/ FCAT Writing+ Supplemental Materials</p> <p>SpringBoard Online Technology Manual</p> <p>DVD /video and/or Audio Clips <i>“Heroes” son</i> <i>Indiana Jones’ Last Crusade</i> <i>October Sky</i> <i>Holes</i> <i>Mulan</i></p>	<p>Teacher Directed Content Assessments Including:</p> <ul style="list-style-type: none"> • Writing practice • Grammar practice • FCAT Prep • Formal Assessments in <u>Language of Literature</u> Lesson Resource <p>SpringBoard Unit 1 Embedded Assessment: 2. Visualizing an Event in a Hero’s Journey</p> <p>SpringBoard Online Diagnostic Assessments</p> <p>Benchmark Assessment</p>	<p>Short Story:</p> <p>*“Flowers for Algernon” pp. 82-124</p> <p>“Charles” by Shirley Jackson, LL p.S21 – S27 FCAT Practice</p> <p>Poetry: “I’m Making a List” Shel Silverstein</p> <p>Nonfiction Selection:</p> <p>“A Real Life Hero” SPB p. 63-66 “Still Me”, “Speech” pp. 374-382 LL</p> <p>Novels:</p> <p><u>Flowers for Algernon</u> Daniel Keyes</p> <p><u>Silent Storm</u> Anne Sullivan Macy</p>
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		<p>Six Traits: Organization, Ideas, Word choice, Conventions</p> <p>Grammar Skills: W & G: Chapter 15 Verbs Chapter 16 Adjectives and Adverbs</p> <p>Teacher Selected Novel</p>	<p>craft including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and non-fiction.</p>			
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<p>October</p>	<ul style="list-style-type: none"> 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? 	<p>(SpringBoard Unit 2) The Challenge of Society: Activities: (TE pages)</p> <p>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 Embedded Assessment #1 Sharing your Utopia p. 191</p> <p>Core Literature: *”The Tell-Tale Heart” p. 246</p> <p>Literary Elements: Setting,, Characterization, Plot, Mood,</p> <p>Writing:</p> <ul style="list-style-type: none"> Paraphrasing, LLpp.716-721 Writing a Frame Poem SB p. 149 Using more Precise words SB p. 161 	<p>LA.A.1.3.4 Uses strategies to clarify meaning in poetry such as paraphrasing</p> <p>LA.A.2.3.1 – Determines the main idea and identifies relevant facts, and patterns of organization..</p> <p>LA.A.2.3.5 – Locates, organizes, and interprets written information.</p> <p>LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various writing situations.</p> <p>LA.E.1.3.2 – Analyzes the relevance of setting to the mood, tone, and meaning of the text.</p> <p>LA.E.1.3.4 – Knows how mood or meaning is conveyed in poetry.</p> <p>LA.E.1.3.5 – Identifies and examine recurring themes in short stories.</p> <p>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.</p> <p>LA.E.2.3.2. –Responds to a work of literature by interpreting selected phrases, sentences and passages and</p>	<p>SpringBoard Books</p> <p>McDougal Littell Literature and all ancillary and resource materials</p> <p>Prentice Hall Writing and Grammar and all ancillary and resource materials</p> <p>6 Traits Materials</p> <p>School Based Instructional Focus</p> <p>FCAT/ FCAT Writing+ Supplemental Materials</p> <p>SpringBoard Online Technology Manual</p> <p>Novel <u>The Giver</u> by Lois Lowry</p> <p>DVD /video and/or Audio Clips <i>Ever After</i> <i>Finding Forester</i> <i>Antz</i> <i>ET</i> <i>Contact</i></p>	<p>Teacher Directed Content Assessments Including:</p> <ul style="list-style-type: none"> Writing practice Grammar practice FCAT Prep Formal Assessments in <u>Language of Literature</u> <p>SpringBoard Unit #2 Embedded Assessment: 1. Sharing Your Utopia</p> <p>SpringBoard Online Assessments</p>	<p>Short Story : *The Lady or the Tiger p. 230 *The Tell-Tale Heart p. 246 *The Monkey’s Paw p. 260 “Rain Rain Go Away” LL p. 554 The Third Wish LL p. 672 “Introduction to Frankenstein” p. 643 LL Mary Shelly</p> <p>Drama: The Hitchhiker LL p.654</p> <p>Poetry “Southbound on the Freeway” LL p. 587 “The Choice” LL p. 600</p> <p>Nonfiction Literature Selections :</p> <p>“A Running Book of Horror” LL p. 574</p> <p>“Birthday Ritual a Grave Tradition” LLp. 634</p> <p>“Man-made Monsters” LL p..638</p> <p><u>Tales From Edgar Allen Poe</u></p> <p>Novels: <u>The House of Dies Drear</u></p>
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		<p>•Using Transition words and phrases WG p. 38</p> <p>•Taking notes SB pp. 155-160</p> <p>•Writing compare and contrast paragraphs. SB pp. 164-166 & P. 174</p> <p>• Create a travel guide (brochure) and poster SB pp. 191-194 Embedded Assessment #1.</p> <p>Six Traits : Word Choice, Voice, Organization, Ideas, and Conventions</p> <p>Grammar Skills: WG Ch. 16 Adjectives and Adverbs Ch. 3 Reviewing Transition words in paragraphs according to purpose.</p> <p>Teacher Selected Novel</p>	<p>applying the information to personal life.</p>			<p>Virginia Hamilton</p> <p><u>Fahrenheit 451</u> Ray Bradbury</p> <p><u>The Secret Room</u> William Dorr</p>
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<p>November</p>	<ul style="list-style-type: none"> • 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? 	<p>(SpringBoard Unit 2) The Challenge of Society: Activities: (TE pages)</p> <p>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 Newberry Acceptance Speech p. 217</p> <p>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</p> <p>Literary Elements: Setting,, Characterization, Plot, Theme</p> <p>Writing :</p> <ul style="list-style-type: none"> • 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 	<p>LA.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. LA.A.2.3.2 – Identifies author’s purpose and or point of view in a variety of texts and use the information to construct meaning. LA.A.2.2.7 – Compares and contrasts character motivation and reaction. LA.A.2.3.8 – Checks the validity and accuracy of information. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for persuasive and expository responses LA.C.3.3.1 –Understands how volume, stress, positively or negatively affects an oral presentation. LA.D.1.3.3—Demonstrates an awareness of the difference between the use of English in formal and informal settings. LAD.2.3.6-Understands specific ways that mass media can potentially enhance or manipulate information. LA.E.1.3.2 –Recognizes complex elements of plot, including setting, character development, conflicts, and</p>	<p>SpringBoard Books</p> <p>McDougal Littell <u>Language of Literature</u> and all ancillary and resource materials</p> <p>Prentice Hall <u>Writing and Grammar</u> and all ancillary and resource materials</p> <p>6 Traits Materials</p> <p>School Based Instructional Focus</p> <p>FCAT/ FCAT Writing+ Supplemental Materials</p> <p>Technology: SpringBoard Online technology manual</p> <p>DVD/Video clips: <i>Ever After</i> <i>Finding Forester</i> <i>Antz</i> <i>ET</i> <i>Contact</i></p>	<p>Teacher Directed Content Assessments Including:</p> <ul style="list-style-type: none"> • Writing practice • Grammar practice • FCAT Prep • Formal Assessments in <u>Language of Literature</u> <p>November Prompt</p> <p>Benchmark Assessment</p> <p>SpringBoard Online Diagnostic Assessments</p>	<p>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 Photo-biography 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</p> <p>Novels <u>Across Five Aprils</u> Irene Hunt</p> <p>Parks Quest Katherine Paterson</p> <p>Johnny Tremain Ester Forbes</p> <p>The Wall Eve Bunting (picture book)</p>
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		<p>Six Traits : Review all six traits</p> <p>Grammar Skills: WG Chapter 7 Persuasion</p> <p>Teacher Selected Novel</p>	<p>resolutions L.A.E.2.3.1 – Understands how character and plot development, point of view, and tone are used in various selections .</p>			
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<p>December</p>	<ul style="list-style-type: none"> • 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?) 	<p>SpringBoard Unit 2 (continued) The Challenge of Society: Activities: (TE pages)</p> <p>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</p> <p>Core Literature: Novel <u>Nothing but the Truth</u></p> <p>Short Story “Rules of the Game” p.348</p> <p>Literary Elements: Setting,, Mood, Tone, Conflict, (Internal and External Conflict) Drawing conclusions</p> <p>Writing :</p> <ul style="list-style-type: none"> • Comparison and Contrast Writing W&G Ch. 8 • Summarizing, Paraphrasing SB pp.230-234 LL pp 715-716 • Explain how to play a game • W&G Ch 10 • Writing for Assessment W&G Ch. 13 	<p>LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses.</p> <p>LAB.1.3.2- the student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation</p> <p>LA.C.1.3.3—Acknowledges the feelings and messages sent in a conversation.</p> <p>LA.E.1.3.2 – Recognizes complex elements of plot including setting, character development, conflicts, and resolutions.</p> <p>LA.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.</p>	<p>SpringBoard Books</p> <p>McDougal Littell <u>Language of Literature</u> and all ancillary and resource materials</p> <p>Prentice Hall <u>Writing and Grammar</u> and all ancillary and resource materials</p> <p>6 Traits Materials</p> <p>School Based Instructional Focus</p> <p>FCAT/ FCAT Writing+ Supplemental Materials</p> <p>Technology: SpringBoard Online technology manual</p> <p>DVD /video and audio Clips</p> <p>“ET” “Contact”</p> <p>Novel: <u>Nothing But the Truth</u> Avi</p>	<p>Teacher Directed Content Assessments Including:</p> <ul style="list-style-type: none"> • Writing practice • Grammar practice • FCAT Prep • Formal Assessments in <u>Language of Literature</u> <p>SpringBoard Unit #2 Embedded Assessment: 2. Tracking Jonas’s Journey</p> <p>SpringBoard Online Diagnostic Assessments</p>	<p>Short Stories:</p> <p>*“The Bet” p. 129. Anton Chekhov</p> <p>“Found Money” LL p.283</p> <p>“The Gift of the Magi” O. Henry</p> <p>“Christmas Day in the Morning” Pearl S. Buck</p> <p>“The Necklace” Guy de Maupassant</p> <p>Drama: “The Million Pound Bank Note” LL pp. 265-278 Mark Twain</p> <p>Novel <u>The Pearl</u> John Steinbeck</p>
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<p>January</p>	<ul style="list-style-type: none"> 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 	<p>(SpringBoard Unit 3 Reflecting on Challenges: Activities: (TE pages)</p> <p>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</p> <p>Core Literature: Poetry: *“Mother to Son” p. 76 “Mi Madre” p.139 LL * “Legacies”p. 168</p> <p>Short Story: *“The Treasure of Lemmon Brown” p.144</p> <p>Literary Elements/Analysis: Characters (Static and Dynamic) Speaker, Figurative Language, Repetition, Symbolism,</p> <p>Writing :</p> <ul style="list-style-type: none"> FCAT Writing Review 	<p>LA.A.2.3.2 –Identifies the author’s purpose in writing a variety of texts and uses the information to construct meaning. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses. LA.C.3.3.3 –Speaks for various occasions, audiences and purposes. LA.D. 1.3.2- demonstrates an awareness that language and literature are primary means by which culture is transmitted. LAD.2.3.6-Understands specific ways that mass media can potentially enhance or manipulate information LA.E.1.3.3 –Understands various elements of author’s craft at this grade level including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion, and point of view in both fiction and nonfiction. LA.E.1.3.4 – Understands and appreciates poetry, and the author’s use of extended metaphor and lyric poetry. LA.E.2.3.1 – Understands how character and plot development, point of view and tone are used to support</p>	<p>SpringBoard Books</p> <p>McDougal Littell Language of Literature and all ancillary and resource materials</p> <p>Prentice Hall Writing and Grammar and all ancillary and resource materials</p> <p>6 Traits Materials</p> <p>School Based Instructional Focus</p> <p>FCAT/FCAT Writing+ Supplemental Materials</p> <p>Technology: SpringBoard Online technology manual</p>	<p>Teacher Directed Content Assessments Including:</p> <ul style="list-style-type: none"> Writing practice Grammar practice FCAT Prep Formal Assessments in Language of Literature <p>SpringBoard Unit #3</p> <p>Embedded Assessment 1. Revising a Piece of Writing</p> <p>Embedded Assessment : 2. Reflecting on academic challenges</p> <p>MIDTERM EXAM</p>	<p>Short Story: The Woman in the Snow” LL pp. 944-950</p> <p>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</p> <p>* “Choices” p. 168 *“The Drum” p. 168 “Grandmothers” LLp. 408 Nikki Giovanni,</p> <p>“Lift Every Voice and Sing” by James Weldon Johnson, p.879 “Mourning Grace” by Maya Angelou, p.665</p> <p>Biography: *“ From Harriet Tubman” Ann Petry, pp.298-314</p> <p>Non fiction selections “Speech to the Young” by Gwendolyn Brooks, p.194 “Letter to Harriet Tubman” from Fredrick Douglass, p.765</p>
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	<p>am above the influence”.</p>	<ul style="list-style-type: none"> 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 <p>Six Traits : Review all 6 Traits</p> <p>Grammar Skills– W&G Ch. 17 Prepositions Ch 18 Conjunctions and Interjections Ch 19 Basic Sentence Parts Ch 24 Making Words Agree</p> <p>Teacher Selected Novel</p>	<p>a central conflict or story line.</p> <p>LA.E2.3.4- Knows ways in which literature reflects the diverse voices of people from various backgrounds.</p> <p>LA.E.2.3.5 – Locates, organizes, and interprets written information..</p>			<p>Novels: “The Journal of Joshua Loper: A Black Cowboy” Walter Dean Myers</p> <p>“The Glory Field” Walter Dean Myers</p> <p>“The Dreamkeeper” Langston Hughes</p> <p>~~~~~</p>
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<p>February</p>	<ul style="list-style-type: none"> ▪ 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? 	<p>(SpringBoard Unit 4 Part 1) Real Life Challenges: Activities (TE pages)</p> <p>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</p> <p>Core Literature: Novel <u>Nothing But the Truth</u></p> <p>Literary Elements: Setting,, Characters, Mood,,Tone, Conflict, (Internal and External Conflict) Drawing conclusions</p> <p>Writing:</p> <ul style="list-style-type: none"> • Writing a RAFT SB p. 311-317 & p. 370 • Correct Citation of Sources 	<p>LA.A.2.3.1 – Determines the main idea LA.A.2.3.2 – Understands author’s point of view LA.A.2.3.4 – Enjoys independent reading LA.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. LA.A.2.2.7 – Recognizes the use comparison and contrast. LA.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. LA.E.2.3.3 – Reads and analyzes literature with a group. LA.B.2.3.3 – Writes in response to literature. LA.E.2.3.5 – Recognizes different approaches that can be applied to the study of literature. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses. LA.C.3.3.1—Understands how volume, stress, pacing,</p>	<p>SpringBoard Books</p> <p>McDougal Littell <u>Language of Literature</u> and all ancillary and resource materials</p> <p>Prentice Hall <u>Writing and Grammar</u> and all ancillary and resource materials</p> <p>6 Traits Materials</p> <p>School Based Instructional Focus</p> <p>FCAT/ FCAT Writing+ Supplemental Materials</p> <p>Technology: SpringBoard Online technology manual</p>	<p>FCAT Writing+ Assessment</p> <p>FCAT TESTING</p> <p>Teacher Directed Content Assessments Including:</p> <ul style="list-style-type: none"> • Writing practice • Grammar practice • FCAT Prep • Formal Assessments in <u>Language of Literature Lesson Resource</u> <p>SpringBoard Unit 4 Embedded Assessment 1. Writing a Persuasive Essay</p> <p>Prepare/Select entries for Literary Fair</p>	<p>~~~~~</p>
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		<p>SB p. 369</p> <ul style="list-style-type: none"> • 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 <p>Six Traits: Review all 6 Traits</p> <p>Grammar Skills: WG Chapter 6: Description Chapter 25:Using Modifiers</p> <p>Teacher Selected Novel</p>	and pronunciation can positively or negatively affect an oral presentation.			
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<p>March</p>	<ul style="list-style-type: none"> 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? <p>Explain:</p> <ul style="list-style-type: none"> What Neitzche meant when he said, “That which does not kill us only makes us stronger.” 	<p>SpringBoard Unit #4 Real Life Challenges (continued) Activities: (TE pages)</p> <p>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</p> <p>Novel Study : Nonfiction Literature circles Teacher’s Choice (Biographies)</p> <p>Core Literature: * <u>The Diary of Anne Frank</u> Act I – p.447</p> <p>Literary Elements: Setting, Characters, Plot, (Conflicts, Rising Action, Climax, Resolution Exposition,)Flashback,</p> <p>Writing:</p> <ul style="list-style-type: none"> Writing a RAFT SB. p. 370 Writing a Letter Biographical Writing Narrative Writing Creative Writing (Poetry) Evaluating web sites <p>SB p. 383</p> <p>Six Traits :</p> <p>Review all 6 Traits</p>	<p>LA.A.1.3.2 – Uses story mapping to enhance understanding of plot and make inferences about what is read.</p> <p>LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses.</p> <p>LA.C.1.3.1—listens and uses information gained for a variety of purposes.</p> <p>LA.D.1.3.2 – Compares and contrasts literature from different time periods and cultures.</p> <p>LA.E.1.3.2 – Understands and appreciates plot, and author’s use of flashback, exposition, conflict, rising action, climax, and conflict resolution.</p> <p>LA.E.2.3.1 – Understands and appreciates a drama.</p>	<p>SpringBoard Books</p> <p>McDougal Littell <u>Language of Literature</u> and all ancillary and resource materials</p> <p>Prentice Hall <u>Writing and Grammar</u> and all ancillary and resource materials</p> <p>6 Traits Materials</p> <p>School Based Instructional Focus</p> <p>FCAT/ FCAT Writing+ Supplemental Materials</p> <p>Technology: SpringBoard Online technology manual</p>	<p>Embedded Assessments Teacher Directed Content Assessments Including:</p> <ul style="list-style-type: none"> Writing practice Grammar practice FCAT Prep Formal Assessments in <u>Language of Literature</u> <p>SpringBoard Embedded Assessment Unit #4 2. Presenting a Real Life Hero</p>	<p>Nonfiction selections:</p> <p>Article</p> <ul style="list-style-type: none"> “Who Was Anne Frank?”, p.444 <p>Interview</p> <ul style="list-style-type: none"> “The Last Seven Months of Anne Frank”, p.515 <p>Autobiography</p> <ul style="list-style-type: none"> “All But My Newspaper Article Life”, p.522 <p>Newspaper Article</p> <ul style="list-style-type: none"> “A Diary from Another World”, p.528 <p>Novels:</p> <p>“Alan and Naomi” Myron Levy</p> <p>“Milkweed” Jerry Spinelli</p> <p>“Night” by Eli Wiessel</p> <p>“Walk Two Moons” by Sharon Creech</p> <p>“Farwell to Manzanar”</p>
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		<p>Grammar Skills : WG Speaking, Listening, Viewing and Representing Ch 28</p> <p>Teacher Selected Novel</p>				
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<p>April</p>	<ul style="list-style-type: none"> •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? 	<p>SpringBoard Unit 5 The Challenge of Comedy Activities: (TE pages)</p> <p>Elements of Humor. P. 444 Building Background Knowledge p. 446 “The Celebrated Jumping Frog of Calaveras County” p. 447 Introducing he Vocabulary p. 455 Sections 2&3 Caricatures and situations. P. 457 Section 4-Smilely and his Bets p. 458 Bringing the Bets to Life p. 460 Sections 5t0 7-Smilely’s Pets p. 462 Finding the Humor p. 463 Embedded Assessment one: Writing an Analysis of a Humorous Text p. 466</p> <p>Core Literature: Tall Tale: Pecos Bill p. 959-965</p> <p>Literary Elements: Character, Figurative Language (Simile, Hyperbole)</p> <p>Writing :</p> <ul style="list-style-type: none"> • Student Writing Folders &/or Portfolios • Narrative Writing <p>Six Traits : Review all 6 Traits</p> <p>Grammar Skills: Review 8 Parts of Speech</p>	<p>LA.A.1.3.4 – Uses strategies to clarify meaning. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses. LA.C.1.3.4—Uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification. LA.D.2.3.2—Uses literary devices and techniques in the comprehension and creation of written, oral, and visual communication. LA.E.2.3.1 – Knows ways the tone of a literary work is used, and uses devices to develop relationships among ideas.</p>	<p>SpringBoard Books</p> <p>McDougal Littell <u>Language of Literature</u> and all ancillary and resource materials</p> <p>Prentice Hall <u>Writing and Grammar</u> and all ancillary and resource materials</p> <p>6 Traits Materials</p> <p>School Based Instructional Focus</p> <p>FCAT/ FCAT Writing+ Supplemental Materials</p> <p>Technology: SpringBoard Online technology manual</p> <p>DVD /video and audio Clips <i>Jerry Seinfeld</i> <i>Crocodile Dundee</i> <i>Monsters, Inc.</i> <i>Back to the Future III</i> <i>Twins</i> <i>Spider Man</i> <i>Dumb and Dumber</i> <i>A Midsummer Night’s Dream</i></p>	<p>Teacher Directed Content Assessments Including:</p> <ul style="list-style-type: none"> • Writing practice • Grammar practice • FCAT Prep • Formal Assessments in <u>Language of Literature</u> <p>SpringBoard Unit 5</p> <p>Embedded Assessment:</p> <ol style="list-style-type: none"> 1. Writing an Analysis of a Humorous Text 	<p>Short Story</p> <p>*“The Ransom of Red Chief” p. O. Henry</p> <p>Poetry:</p> <p>“The Other Pioneers” by Roberto Felix Salazar, p.751</p> <p>Personal Narrative:</p> <p>“Roughing It” by Mark Twain, p.795</p> <p>Fable: “A Fable” by Mark Twain, LL p. 805 (video available)</p> <p>Journal Entry: “Mark Twain’s Comedy Knight” by Mark Twain,LL p.811</p> <p>~~~~~</p>
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<p>May</p>	<ul style="list-style-type: none"> • 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? 	<p>Springboard Unit #5 The Challenge of Comedy (continued) Activities: (TE pages)</p> <p>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</p> <p>Core Literature: (completed)</p> <p>Novel Study Literature Circles: Fiction novel teacher’s choice (optional)</p> <p>Literary Elements: Character, Figurative Language (Simile,Hyperbole) Exaggeration</p> <p>Writing :</p>	<p>LA.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. LA.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. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses. LA.C.1.3.1—Listens and uses information gained for a variety of purposes.</p> <p>LAD2.3.4— Understands how the multiple media tools of graphics, pictures, color, motion and music can enhance communication in television, film, radio and advertising. LA.D.2.3.5- Incorporates audiovisual aids in presentations LA.E.2.3.3 – Recognizes that a</p>	<p>Springboard Books</p> <p>McDougal Littell Literature and all ancillary and resource materials</p> <p>Prentice Hall Writing and Grammar and all ancillary and resource materials</p> <p>6 Traits Materials</p> <p>School Based Instructional Focus</p> <p>FCAT/ FCAT Writing+ Supplemental Materials</p> <p>Technology: SpringBoard Online technology manual</p> <p>DVD /video Clips</p> <p><i>Jerry Seinfeld</i> <i>Crocodile Dundee</i> <i>Monsters, Inc.</i> <i>Back to the Future III</i> <i>Twins</i> <i>Spider Man</i> <i>Dumb and Dumber</i></p>	<p>Teacher Directed Content Assessments Including:</p> <ul style="list-style-type: none"> • Writing practice • Grammar practice • FCAT Prep • Formal Assessments in <u>Language of Literature</u> <p>SpringBoard Unit 5 Embedded Assessment: 2. Performing a Comic Scene</p> <p>➤ FINAL EXAM</p>	
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		<ul style="list-style-type: none"> •Finalize Writing /SpringBoard Portfolios •Write scripts for multimedia presentation WG pp. 689-690 • Creating and presenting a multimedia presentation: LL 968-972 R122-123 <p>Grammar Skills: WG Final Cumulative Assessment W & G</p> <p>Teacher Selected Novel</p>	literary text may elicit a wide variety of valid responses L.A.E.1.3.1 – Identifies universal themes in various types of writing.			
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