

Marking Period	Materials	ELA National Common Core Standards Emphasized
<p>Marking Period 1</p> <p><u>Unit 1: Glad to Meet You</u></p> <p><i>Essential Question:</i> How Do You Express Greetings & Goodbyes?</p> <p><i>Genre Focus:</i> Fiction</p> <p><i>Reading Strategy:</i> - Activate Prior Knowledge - Set a Purpose - Identify Sequence</p> <p><i>Vocabulary:</i> - Personal Information - Communication Words</p> <p><i>Writing Project:</i> Writing an E-mail</p> <p><i>Grammar Focus:</i> - Pronouns - Present Tense Verbs - Statements and Exclamations</p> <p><i>Language Development:</i> Basic Operations</p>	<p>Materials from NGSP <i>Inside</i>:</p> <p><i>Practice Book pp. 2-18</i> <i>Academic Language Frame 1-3</i> <i>Language Transfer</i> <i>Transparencies 1-3, 5, 15</i></p> <p><i>Good News</i> (Realistic Fiction)</p> <p><i>New at School</i> (Realistic Fiction)</p> <p><i>Many People to Meet</i> (Photo Essay)</p> <p><i>I Am La Luna</i></p> <p><i>Success in Mathematics</i></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ▪ Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ▪ Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ▪ Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly. ▪ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ▪ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ▪ Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks and purposes.

<p><i>Student Assessment:</i> - Unit Quizzes & Tests</p>		<ul style="list-style-type: none">▪ Draw evidence from literary or informational texts to support analysis, reflection, and research.▪ With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none">▪ Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.▪ Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.▪ Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.▪ Recognize and explain the meaning of common idioms, adages, and proverbs.▪ Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
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<p><u>Unit 2: Set The Table</u></p> <p><i>Essential Question:</i> - How Do You Express Likes? - How Do You Describe?</p> <p><i>Genre Focus:</i> - Nonfiction - Fiction</p> <p><i>Reading Strategy:</i> - Steps in a Process - Activate Prior Knowledge - Preview, Plan, Set a Purpose</p> <p><i>Vocabulary:</i> - Colors, Shapes, and Sizes - Foods</p> <p><i>Writing Project:</i> How-To Card</p> <p><i>Grammar Focus:</i> - action verbs - negative sentences</p> <p><i>Language Development:</i> Phrasing</p>	<p>Materials from NGSP <i>Inside</i>:</p> <p><i>Practice Book pp. 20-35</i> <i>Academic Language Frame 4, 5, 6</i> <i>Language Transfer</i> <i>Transparencies 7-8</i></p> <p><i>I Make Pictures Move?</i> (Career Sketch)</p> <p><i>Something Good for Lunch</i> (Realistic Fiction)</p> <p><i>U.S. Tour of Food</i> (Essay)</p> <p><i>Plain, White, Salt</i> (Folktale)</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ▪ Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ▪ Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ▪ Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <p>Speaking and Listening</p> <ul style="list-style-type: none"> ▪ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly. ▪ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ▪ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ▪ Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
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<p><i>Student Assessment:</i> - 10 Week Assessment</p>		<p>Writing</p> <ul style="list-style-type: none">▪ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks and purposes.▪ Draw evidence from literary or informational texts to support analysis, reflection, and research.▪ With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p>Knowledge of Language and Conventions</p> <ul style="list-style-type: none">▪ Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.▪ Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.▪ Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.▪ Recognize and explain the meaning of common idioms, adages, and proverbs.▪ Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
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Marking Period 2	Materials from NGSP <i>Inside</i> :	<u>Reading</u>
<p><u>Unit 3: On The Job</u></p> <p><i>Essential Question:</i> What Is The Job For Me?</p> <p><i>Genre Focus:</i> - Fiction - Nonfiction</p> <p><i>Reading Strategy:</i> Identify Details</p> <p><i>Vocabulary:</i> - Occupations</p> <p><i>Writing Project:</i> - Interview for a Job - Handbook</p> <p><i>Grammar Focus:</i> - Present Tense Verbs - Yes-No Questions</p> <p><i>Language Development:</i> - Intonation & Expression - Ask and Answer Questions - Give Information</p>	<p><i>Practice Book pp. 37-52</i> <i>Academic Language Frame 7, 8, 9</i> <i>Language Transfer</i> <i>Transparencies 6, 10-11</i></p> <p><i>What Is It?</i> (Fantasy)</p> <p><i>Let Ben Take It</i> (Realistic Fiction)</p> <p><i>Geologists: Rock Scientists</i> (Expository Text)</p> <p><i>Can Turtle Fly?</i> (Folktale)</p> <p><i>Anansi Gives Wisdom to the World</i> (Folktale)</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ▪ Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ▪ Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ▪ Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly. ▪ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ▪ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ▪ Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

Student Assessment:

- Unit Quizzes & Tests

Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks and purposes.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Knowledge of Writing and Conventions

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.

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<p><u>Unit 4: Numbers Count</u></p> <p><i>Essential Question:</i> How Do Numbers Count?</p> <p><i>Genre Focus:</i> - Fiction - Nonfiction</p> <p><i>Reading Strategy:</i> - Identify Details - Activate Prior Knowledge</p> <p><i>Vocabulary:</i> - Cardinal and Ordinal Numbers</p> <p><i>Writing Project:</i> Fact Sheet</p> <p><i>Grammar Focus:</i> - negative information</p> <p><i>Language Development:</i> - Phrasing, Accuracy & Rate - Give Information</p> <p><i>Student Assessment:</i> - 20 Week Assessment</p>	<p>Materials from NGSP <i>Inside</i>:</p> <p><i>Practice Book pp. 54-69</i> <i>Academic Language Frame 10, 11, 12</i> <i>Language Transfer Transparency 8</i></p> <p><i>A Year Without Rain</i> (Historical Fiction)</p> <p><i>Rush</i> (Realistic Fiction)</p> <p><i>The Mighty Maya</i> (Personal Narrative)</p> <p><i>Leave, Bees!</i> (Folktale)</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ▪ Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ▪ Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ▪ Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly. ▪ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ▪ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ▪ Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

		<p><u>Writing</u></p> <ul style="list-style-type: none">▪ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks and purposes.▪ Draw evidence from literary or informational texts to support analysis, reflection, and research.▪ With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p><u>Knowledge of Writing and Conventions</u></p> <ul style="list-style-type: none">▪ Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.▪ Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.▪ Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.▪ Recognize and explain the meaning of common idioms, adages, and proverbs.▪ Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
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<p>Marking Period 3</p> <p><u>Unit 5: City Sights</u></p> <p><i>Essential Question:</i> How Do You Find Out About A City?</p> <p><i>Genre Focus:</i> - Fiction - Nonfiction</p> <p><i>Reading Strategy:</i> - Build Background - Identify Details - Activate Prior Knowledge</p> <p><i>Vocabulary:</i> Ask For and Give Information</p> <p><i>Writing Project:</i> Journal Page</p> <p><i>Grammar Focus:</i> - Regular Past Tense Verbs - Statements with <i>There Is</i> and <i>There Are</i></p>	<p>Materials from NGSP <i>Inside</i>:</p> <p><i>Practice Book pp. 71-87</i> <i>Academic Language Frame 13, 14, 15</i> <i>Language Transfer Transparency 14</i></p> <p><i>More Than A Meal</i> (Fiction)</p> <p><i>Meet Jo</i> (Newspaper Article)</p> <p><i>San Francisco</i> (Travel Article)</p> <p><i>The Frog Who Stirred The Cream</i> (Folklore)</p> <p><i>Juan Bobo Goes Up and Down the Hill</i> (Folklore)</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ▪ Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ▪ Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ▪ Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly. ▪ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ▪ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ▪ Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

Language Development:
Expression, Accuracy & Rate

Student Assessment:
- Unit Quizzes & Tests

Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks and purposes.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Knowledge of Writing & Conventions

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
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<p><u>Unit 6: Welcome Home</u></p> <p><i>Essential Question:</i> What Is A Home & Family?</p> <p><i>Genre Focus:</i> - Fiction - Nonfiction</p> <p><i>Reading Strategy:</i> Identify Main Idea & Details</p> <p><i>Vocabulary:</i> - Family Words</p> <p><i>Writing Project:</i> Description Essay of Family</p> <p><i>Grammar Focus:</i> - present tense verbs (has, have)</p> <p><i>Language Development:</i> Phrasing, Accuracy & Rate Give Information</p> <p><i>Student Assessment:</i> - 30 Week Assessment</p>	<p>Materials from NGSP <i>Inside</i>:</p> <p><i>Practice Book pp. 89-104</i> <i>Academic Language Frame 16, 17, 18</i> <i>Language Transfer</i> <i>Transparencies 9, 14-18</i></p> <p><i>Families</i> (Photo Essay)</p> <p><i>When We Came To Wisconsin</i> (Personal Narrative)</p> <p><i>The Family Reunion</i> (Personal Narrative)</p> <p><i>Who Needs Two Wings?</i> (Folktale)</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ▪ Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ▪ Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ▪ Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly. ▪ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ▪ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ▪ Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks and purposes.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Knowledge of Writing and Conventions

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.

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Marking Period 4	Materials from NGSP <i>Inside</i> :	<u>Reading</u>
<p data-bbox="138 358 464 391"><u>Unit 7: Pack Your Bags</u></p> <p data-bbox="138 431 443 537"><i>Essential Question:</i> What Places Can You Explore?</p> <p data-bbox="138 578 317 683"><i>Genre Focus:</i> - Fiction - Nonfiction</p> <p data-bbox="138 724 464 1008"><i>Reading Strategy:</i> - Activate Prior Knowledge, - Identify Main Ideas - Identify Details - Classify - Test-taking Strategies (NYSESLAT Practice)</p> <p data-bbox="138 1049 352 1122"><i>Vocabulary:</i> - Travel Words</p> <p data-bbox="138 1162 352 1235"><i>Writing Project:</i> Travel Guide</p> <p data-bbox="138 1276 436 1414"><i>Grammar Focus:</i> - verbs - capitalization: Proper Nouns</p>	<p data-bbox="548 358 953 464"><i>Practice Book pp. 106-122</i> <i>Academic Language Frame 19, 20, 21</i></p> <p data-bbox="548 505 743 578"><i>Explore!</i> (Photos Essay)</p> <p data-bbox="548 618 793 691"><i>Explore a Wetland</i> (Science Article)</p> <p data-bbox="548 732 779 805"><i>The Water Planet</i> (Expository)</p> <p data-bbox="548 846 716 919"><i>Leave, Bees!</i> (Folktale)</p>	<p data-bbox="1016 282 1131 321"><u>Reading</u></p> <ul data-bbox="1062 326 1961 756" style="list-style-type: none"> ▪ Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ▪ Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ▪ Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ▪ Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <p data-bbox="1016 797 1335 836"><u>Speaking and Listening</u></p> <ul data-bbox="1062 841 1961 1271" style="list-style-type: none"> ▪ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly. ▪ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ▪ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ▪ Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

<p><i>Language Development:</i></p> <ul style="list-style-type: none"> - Phrasing, Accuracy & Rate - Give and Carry Out Commands - Describe Places: Give Information <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> - Unit Quizzes & Tests 		<p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks and purposes. ▪ Draw evidence from literary or informational texts to support analysis, reflection, and research. ▪ With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p><u>Knowledge of Writing and Conventions</u></p> <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ▪ Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. ▪ Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ▪ Recognize and explain the meaning of common idioms, adages, and proverbs. ▪ Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
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<p><u>Unit 8: Friend to Friend</u></p> <p><i>Essential Question:</i> What Are Friends?</p> <p><i>Genre Focus:</i> - Fiction - Nonfiction</p> <p><i>Reading Strategy:</i> - Identify Cause and Effect - Bar Graphs - Test-taking Strategies (NYSESLAT Practice)</p> <p><i>Vocabulary:</i> - Words About Friendship</p> <p><i>Writing Project:</i> Memory Story</p> <p><i>Grammar Focus:</i> - irregular Past Tense Verbs (was, were) - negative Sentences - contractions with <i>not</i></p> <p><i>Language Development:</i> - Phrasing, Accuracy & Rate - Describe Actions</p>	<p>Materials from NGSP <i>Inside</i>:</p> <p><i>Practice Book pp. 124-138</i> <i>Academic Language Frame 22, 23, 24</i> <i>Language Transfer</i> <i>Transparencies 5, 14-19</i></p> <p><i>Friends Are Like That</i> (Journal)</p> <p><i>Eva’s Lesson</i> (Realistic Fiction)</p> <p><i>Hand in Hand</i> (Magazine Article)</p> <p><i>The Brother Who Gave Rice</i> (Folklore)</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ▪ Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ▪ Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ▪ Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks and purposes. ▪ Draw evidence from literary or informational texts to support analysis, reflection, and research. ▪ With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others’ ideas and expressing their own clearly. ▪ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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<p><i>Student Assessment:</i> - 40 Week Assessment</p>		<ul style="list-style-type: none"> ▪ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ▪ Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study. <p><u>Knowledge of Writing and Conventions</u></p> <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ▪ Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. ▪ Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ▪ Recognize and explain the meaning of common idioms, adages, and proverbs. ▪ Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
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