

Marking Period	Materials	ELA National Common Core Standards Emphasized
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<p>Marking Period 1 Unit 1: All About Me</p> <p><i>Essential Question:</i> Who Am I?</p> <p><i>Reading Strategy:</i> Visualize (form mental and sensory images)</p> <p><i>Writing Project:</i> Expressive Writing: Poem, Postcard, Summary Paragraphs</p> <p><i>Vocabulary Strategy:</i> Relate Words (word categories, concept clusters, synonyms and antonyms)</p> <p><i>Grammar Focus:</i> - use complete sentences - use subject pronouns</p>	<p>Selections from Hampton-Brown Edge Fundamentals:</p> <p><i>First Names</i> (Photo Essay)</p> <p><i>From Romeo and Juliet: Act II Scene II</i> (Play Excerpt) supplement with film</p> <p><i>Growing Together</i> (Short Story)</p> <p><i>My People</i> (Poem)</p> <p><i>Ways to Know You</i> (Expository Nonfiction)</p> <p><i>Who is She?</i> (Magazine Article)</p>	<p><u>Reading: Literature and Informational Text</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.
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<p><i>Language Workshop:</i></p> <ul style="list-style-type: none"> - give information use the verb <i>to be</i> - ask and give information/use the verb <i>to have</i> - ask and answer questions/use the verb <i>to do</i> <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> - Cluster Tests - Unit Test - Writing Projects - Presentations 	<p>Supplementary materials from <i>Edge Library</i>:</p> <p><i>Houses</i> by Harley Chan</p> <p><i>Families</i> by Ann Morris</p> <p><i>Behind the Eyes</i> (reader’s theater)</p> <p>Materials selected by the teacher that enhance students’ understanding of the unit:</p>	<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, 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. ▪ Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. <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>Marking Period 2 Unit 2: Wisdom of the Ages</p>	<p>Selections from Hampton-Brown Edge Fundamentals:</p> <p><i>How Anansi Gave Wisdom to the World</i> (Folk Tale)</p> <p><i>Good Advice from Teens</i> (Web Forum)</p> <p><i>From Be Water, My Friend: The Early Years of Bruce Lee</i> (Biography)</p> <p><i>Hands</i> (Short Fiction)</p> <p><i>Daddy’s Hands</i> (Song)</p> <p><i>Mathematics</i> (Memoir)</p> <p><i>Remember</i> (Poem)</p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> ▪ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ▪ Determine a theme or 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. ▪ 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 opinion pieces on topics or texts, supporting a point of view with reasons. ▪ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
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<p><i>Grammar Focus:</i></p> <ul style="list-style-type: none"> - use action verbs in the present tense - use helping verbs - use object pronouns <p><i>Language Workshop:</i></p> <ul style="list-style-type: none"> - Describe actions/use action verbs - Express likes and dislikes use present progressive verbs - Express needs and wants/use nouns and verbs in sentences <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> - Cluster Tests - Unit Test - Writing Projects - Presentations 	<p>Supplementary materials from <i>Edge Library</i>:</p> <p><i>Freedom Readers</i> by Fran Downey</p> <p><i>Who's Got Game?</i> by Toni and Slade Morrison</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<ul style="list-style-type: none"> ▪ Provide reasons that support the opinion. ▪ Use linking words and phrases (e.g. <i>because, therefore, since, for example</i>) to connect opinion and reasons. ▪ Provide a concluding statement or section. ▪ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. <i>sitting, smiled, cries, happiness</i>). ▪ Use spelling patterns and generalizations (e.g. <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. ▪ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ▪ Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. ▪ 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 Unit 3: Global Village</p>	<p>Selections from Hampton-Brown Edge Fundamentals:</p> <p><i>If the World Were a Village</i> (Expository Nonfiction)</p> <p><i>The Same</i> (Poem)</p> <p><i>Freaky Food</i> (Magazine Article)</p> <p><i>Behind the Veil</i> (Narrative Nonfiction)</p> <p><i>The Simple Sport</i> (Photo Essay)</p> <p><i>Alphabet City Ballet</i> (Short Fiction)</p> <p><i>You Can Get It If You Want</i> (Song Lyrics)</p>	<p><u>Reading: Literature and Informational Text</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. ▪ Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes). ▪ 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. ▪ Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. <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.
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<p><i>Grammar Focus:</i></p> <ul style="list-style-type: none"> - use adjectives - use adjectives that compare - use possessive adjectives <p><i>Language Workshop:</i></p> <ul style="list-style-type: none"> - describe people and places/use adjectives before nouns - making comparisons/use adjectives that compare - making comparisons/use possessive nouns <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> - Cluster Tests - Unit Test - Writing Projects - Presentations 	<p>Supplementary materials from <i>Edge Library</i>:</p> <p><i>What Makes a Community?</i> by Janet Helenthal</p> <p><i>Rice</i> by Marianne Morrison</p> <p>Materials selected by the teacher that enhance students’ understanding of the unit:</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ▪ Introduce a topic and group related information together; ▪ Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g. <i>also, another, and, more, but</i>) to connect ideas within categories of information. ▪ Provide a concluding statement or section. ▪ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. <i>sitting, smiled, cries, happiness</i>). ▪ Form and use regular and irregular verbs. Form and use the simple (e.g. <i>I walked; I walk; I will walk</i>) verb tenses. ▪ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ▪ Identify real-life connections between words and their use (e.g. describe people who are <i>friendly</i> or <i>helpful</i>). ▪ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ▪ Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase).
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<p>Marking Period 4 Unit: Review</p> <p><i>Essential Question:</i> What Makes Us the Same? What Makes Us Different?</p> <p><i>Reading Strategy:</i> - Review Reading Strategies (identify main ideas and supporting details, summarize, make personal connections, ask questions, visualize, determine importance) - Test-taking Strategies (NYSESLAT Practice)</p> <p><i>Writing Project:</i> Descriptive writing: description, comparison-contrast paragraph</p> <p><i>Vocabulary Strategy:</i> Review vocabulary from Marking Periods 1, 2, and 3.</p>	<p>Materials in Unit 4 are to be selected by teacher to assist students in reaching course goals, using exit vocabulary, and understanding cross content reading and writing tasks.</p> <p>Materials <u>may</u> include: - <i>EdHelper</i> - <i>Reading A-Z</i></p> <p>Materials selected by the teacher that enhance students’ understanding of the unit:</p>	<p><u>Reading: Literature and Informational Text</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. ▪ Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes). ▪ 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 informative/explanatory texts to examine a topic and convey ideas and information clearly. ▪ Introduce a topic and group related information together; ▪ Develop the topic with facts, definitions, and details. ▪ Use linking words and phrases (e.g. <i>also, another, and, more, but</i>) to connect ideas within categories of information.
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<p><i>Grammar Focus:</i></p> <ul style="list-style-type: none"> - punctuation - Present/Past Tense - Parts of the Speech (nouns, adjectives, verbs, prepositions, conjunctions, pronouns) <p><i>Language Workshop:</i></p> <ul style="list-style-type: none"> - describe people and places/use adjectives before nouns - making comparisons/ use adjectives that compare (Comparatives & Superlatives) - making comparisons/ use possessive nouns <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> - Cluster Tests - Unit Test - Writing Projects - Presentations 		<ul style="list-style-type: none"> ▪ Provide a concluding statement or section. ▪ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. <i>sitting, smiled, cries, happiness</i>). ▪ Form and use regular and irregular verbs. Form and use the simple (e.g. <i>I walked; I walk; I will walk</i>) verb tenses. ▪ Ensure subject-verb and pronoun-antecedent agreement. ▪ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ▪ Identify real-life connections between words and their use (e.g. describe people who are <i>friendly</i> or <i>helpful</i>). ▪ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ▪ Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase).
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