

Marking Period	Materials	ELA National Common Core Standards Emphasized
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<p><b>Marking Period 1</b> <b>Unit 4: Survival</b></p>	<p><b>Selections from Hampton-Brown Edge Fundamentals:</b></p> <p><i>Two Were Left</i> (Short Story)</p> <p><i>Tornado Survivor Called 'The Luckiest Man on Earth'</i> (Newspaper Article)</p> <p><i>Surviving Katrina</i> (News Feature)</p> <p><i>Maps</i> (Nonfiction)</p> <p><i>Test Your Survival Skills</i> (Magazine Article)</p> <p><i>Fight or Flight? What Your Body Knows About Survival</i> (Science Article)</p> <p><i>Survivor Rulon Gardner</i> (Magazine)</p>	<p><b><u>Reading: Literature and Informational Text</u></b></p> <ul style="list-style-type: none"> <li>▪ Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>▪ Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul> <p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>▪ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> <li>▪ 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.</li> </ul>
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*Essential Question:*  
**What Does It Take to Survive?**

*Reading Strategy:*  
**Plan and Monitor**  
(preview, predict, set a purpose, clarify ideas, clarify vocabulary)

*Vocabulary Strategy:*  
**Build Word Knowledge**  
(use a dictionary, multiple-meaning words, thesaurus skills)

*Writing Project:*  
**Writing Expository Paragraph, Descriptive Writing** (post card-5 senses)

*Grammar Focus:*  
- past tense verbs: *was, were*  
- irregular past tense verbs  
- adverbs

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<p><i>Language Workshop:</i></p> <ul style="list-style-type: none"> <li>- describe experience /use past tense</li> <li>- describe past event</li> <li>- give and carry out commands</li> </ul> <p><i>Content Workshop:</i></p> <ul style="list-style-type: none"> <li>- Five Senses</li> <li>- Natural Disasters</li> <li>- Human Body Systems</li> </ul> <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> <li>- Cluster Tests</li> <li>- Unit Tests</li> <li>- Writing Projects</li> <li>- Presentations</li> </ul>	<p><b>Supplementary materials from <i>Edge Library</i>:</b></p> <p><i>Hercules</i> by Paul Storrie</p> <p><i>Wicked Weather</i> by Beth Geiger</p> <p><b>Materials selected by the teacher that enhance students' understanding of the unit:</b></p> <p><i>Natural Disasters</i> by Madeline Boskey</p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>▪ Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>▪ Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> <li>▪ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>▪ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>▪ Develop the topic with facts, definitions, and details.</li> <li>▪ Use linking words and phrases (e.g. <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>▪ Provide a concluding statement or section.</li> <li>▪ 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.</li> </ul> <p><b><u>Knowledge of Language and Conventions</u></b></p> <ul style="list-style-type: none"> <li>▪ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> <li>▪ Form and use the simple (e.g. <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>▪ Ensure subject-verb and pronoun-antecedent agreement.</li> <li>▪ 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>).</li> <li>▪ Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul>
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<p><b>Marking Period 2</b> <b>Unit 5: Fitting In</b></p> <p><i>Essential Question:</i> <b>How Important Is It to Fit In?</b></p> <p><i>Reading Strategy:</i> <b>Make Connections</b> (compare and contrast, text-to-self, text-to -the world, text-to-text connections)</p> <p><i>Vocabulary Strategy:</i> <b>Use Context Clues</b> (synonyms and context clues, context clues for multiple meaning words, example clues)</p> <p><i>Writing Project:</i> <b>Expressive Writing:</b> Fact – and – Opinion Paragraph <b>Research Project:</b> Write about a different country</p>	<p><b>Selections from Hampton-Brown Edge Fundamentals:</b></p> <p><i>Frijoles</i> (Novel Excerpt)</p> <p><i>The Jay and the Peacocks</i> (Fable)</p> <p><i>Cochlear Implants: Two Sides of the Story</i> (Persuasive Essay)</p> <p><i>A Different Drummer</i> (Quote)</p> <p><i>High School</i> (Photo Essay)</p> <p><i>The Right Moves</i> (Short Story)</p> <p><i>I'm Nobody</i> (Poem)</p>	<p><b><u>Reading: Literature and Informational Text</u></b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul> <p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>▪ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> <li>▪ 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.</li> </ul>
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<p><i>Grammar Focus:</i></p> <ul style="list-style-type: none"> <li>- verb tenses</li> <li>- prepositional phrases</li> <li>- subject and object pronouns</li> </ul> <p><i>Language Workshop:</i></p> <ul style="list-style-type: none"> <li>- Express Intentions / Verbs in the Future Tense</li> <li>- Expression Opinions/ Prepositions</li> <li>- Express Ideas and Feelings/Object Pronouns</li> </ul> <p><i>Content Workshop:</i></p> <ul style="list-style-type: none"> <li>- Cultures around the world</li> </ul> <p><i>Student Assessment</i></p> <ul style="list-style-type: none"> <li>- Cluster Tests</li> <li>- Unit Tests</li> <li>- Writing Projects</li> <li>- Presentations</li> </ul>	<p><b>Supplementary materials from Edge Library:</b></p> <p><i>Frankenstein</i> by Mary Shelley</p> <p><i>Women Work for Change</i> by Susan E. Goodman</p> <p><b>Materials selected by the teacher that enhance students' understanding of the unit:</b></p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>▪ Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>▪ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>▪ Provide reasons that support the opinion.</li> <li>▪ Use linking words and phrases (e.g. <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>▪ Provide a concluding statement or section.</li> <li>▪ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> </ul> <p><b><u>Knowledge of Language and Conventions</u></b></p> <ul style="list-style-type: none"> <li>▪ Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.</li> <li>▪ Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>▪ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>▪ Use verb tense to convey various times, sequences, states, and conditions.</li> <li>▪ Ensure subject-verb and pronoun-antecedent agreement.</li> <li>▪ Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>▪ Recognize and correct inappropriate shifts in pronoun number and person.</li> </ul>
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<p><b>Marking Period 3</b>  <b>Unit 6: What Matters Most</b></p>	<p><b>Selections from Hampton-Brown Edge Fundamentals:</b></p> <p><i>Luck</i> (Play)</p> <p><i>Young at Heart</i> (Memoir)</p> <p><i>The Marketplace</i> (Nonfiction)</p> <p><i>The Scholarship Jacket</i> (Short Story)</p> <p><i>Eye On Cheaters</i> (Article)</p> <p><i>The Gift of the Magi</i> (Short Story)</p> <p><i>I'm Nobody</i> (Poem)</p>	<p><b><u>Reading: Literature and Informational Text</u></b></p> <ul style="list-style-type: none"> <li>▪ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul> <p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>▪ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> <li>▪ 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.</li> </ul>
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*Essential Question:*  
**What is Most Important in Life?**

*Reading Strategy:*  
**Make Inferences**

*Vocabulary Strategy:*  
**Interpret Figurative Language** (similes, idioms)

*Writing Project*  
**Narrative Writing:**  
 Personal Narrative, Memoir, Presentation

*Grammar Focus:*  
 - complete sentences  
 - combine sentences  
 - combine clauses

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<p><i>Language Workshop:</i></p> <ul style="list-style-type: none"> <li>- give and follow directions/ different kinds of sentences</li> <li>- engage in discussion/phrases and clauses</li> <li>- retell a story/ complex sentences</li> </ul> <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> <li>- Cluster Tests</li> <li>- Unit Tests</li> <li>- Writing Projects</li> <li>- Presentations</li> </ul>	<p><b>Supplementary materials from <i>Edge Library</i>:</b></p> <p><i>Massai Dreamer</i> by Adrienne Frater</p> <p><i>Hopes and Dreams</i> by Jean Bennett</p> <p><b>Materials selected by the teacher that enhance students' understanding of the unit:</b></p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>▪ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>▪ Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>▪ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>▪ Use temporal words and phrases to signal event order.</li> <li>▪ Provide a sense of closure.</li> </ul> <p><b><u>Knowledge of Language and Conventions</u></b></p> <ul style="list-style-type: none"> <li>▪ Use coordinating and subordinating conjunctions.</li> <li>▪ Produce simple, compound, and complex sentences.</li> <li>▪ Interpret figurative language, including similes and metaphors, in context.</li> <li>▪ Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>▪ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>▪ Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> </ul>
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<p><b>Marking Period 4</b>  <b>Unit Review: What Matters Most</b></p>	<p><b>Any selections from the previous units not covered in the Marking Periods 1-3:</b></p> <p><b>Supplementary materials from <i>Edge Library</i>:</b></p> <p><i>Any Small Goodness</i> by Tony Johnston</p> <p><b>Materials selected by the teacher that enhance students' understanding of the unit:</b></p>	<p><b><u>Reading: Literature and Informational Text</u></b></p> <ul style="list-style-type: none"> <li>▪ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul> <p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>▪ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> <li>▪ 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.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>▪ Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>▪ Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
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*Essential Question:*  
**What is Most Important in Life?**

*Reading Strategy:*  
 - **Make Inferences**  
 - **Test-taking Strategies** (NYSESLAT Practice)

*Vocabulary Strategy:*  
**Interpret Figurative Language** (similes, idioms)

*Writing Project:*  
 - **Expository**  
 - **Paragraph**  
 - **Reflective**  
 - **Paragraph**  
 - **Opinion**  
 - **Paragraph**

*Grammar Focus:*  
 - complete sentences  
 - combine sentences  
 - combine clauses

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<p><i>Language Workshop:</i></p> <ul style="list-style-type: none"> <li>- engage in discussion/phrases and clauses</li> <li>- retell a story/ complex sentences</li> </ul> <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> <li>- Cluster Tests</li> <li>- Unit Tests</li> <li>- Writing Projects</li> <li>- Presentations</li> </ul>		<ul style="list-style-type: none"> <li>▪ Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>▪ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>▪ Provide reasons that support the opinion.</li> <li>▪ Use linking words and phrases (e.g. <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>▪ Provide a concluding statement or section.</li> <li>▪ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>▪ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>▪ Develop the topic with facts, definitions, and details.</li> <li>▪ Use linking words and phrases (e.g. <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>▪ Provide a concluding statement or section.</li> <li>▪ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> </ul> <p><b><u>Knowledge of Language and Conventions</u></b></p> <ul style="list-style-type: none"> <li>▪ Use coordinating and subordinating conjunctions.</li> <li>▪ Produce simple, compound, and complex sentences.</li> <li>▪ Interpret figurative language, including similes and metaphors, in context.</li> <li>▪ Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>▪ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>▪ Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> </ul>
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