

Marking Period	Materials	ELA National Common Core Standards Emphasized
----------------	-----------	---

<p>Marking Period 1 Unit 1: Think Again</p> <p><i>Essential Question:</i> What Influences How You Act?</p> <p><i>Genre Focus:</i> Short Stories (setting, character, characterization, plot, climax)</p> <p><i>Reading Strategy:</i> Plan and Monitor (Preview, predict, set a purpose, clarify ideas, clarify vocabulary)</p> <p><i>Vocabulary Strategy:</i> Use Structural Clues (prefixes, suffixes)</p> <p><i>Writing Project:</i> Personal Narrative (writing trait: focus and unity)</p>	<p>Selections from Hampton-Brown Edge Level A:</p> <p><i>The Experiment</i> (Short Story)</p> <p><i>Superstitions: The Truth Uncovered</i> (Magazine Article)</p> <p><i>Building Bridges</i> (Short Story)</p> <p><i>The Right Words at the Right Time</i> (Memoir)</p> <p><i>The Open Window</i> (Short Story)</p> <p><i>One in a Million</i> (Folk Tale)</p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise. Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <p><u>Writing</u></p> <ul style="list-style-type: none"> Draw evidence from literary or informational texts to support analysis, reflection, and research. 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 tasks, purposes, and audiences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
---	---	--

Marking Period	Materials	ELA National Common Core Standards Emphasized
----------------	-----------	---

<p><i>Grammar Focus:</i> - Fix sentence fragments - Subject-verb agreement</p> <p><i>Student Assessment:</i> - Cluster Tests - Unit Test - Writing Projects - Presentations</p>	<p>Supplementary materials from <i>Edge Library</i>:</p> <p><i>Facing the Lion</i> by Joseph Lemasolai Lekuton</p> <p><i>Mysteries of Sherlock Holmes</i> by Arthur Conan Doyle (adapted by Judith Conaway)</p> <p>Materials selected by the teacher that enhance students’ understanding of the unit:</p>	<ul style="list-style-type: none"> ▪ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ▪ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ▪ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ▪ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ▪ Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. ▪ Interpret figures of speech (e.g. euphemism, oxymoron) in context and analyze their role in the text.
---	--	---

Marking Period	Materials	ELA National Common Core Standards Emphasized
----------------	-----------	---

<p>Marking Period 2 Unit 2: Family Matters</p> <p><i>Essential Question:</i> How do Families Affect Us?</p> <p><i>Genre Focus:</i> Nonfiction (analyzing author’s purpose and effectiveness, descriptive language, style and word choice)</p> <p><i>Reading Strategy:</i> Ask Questions (self-question, question the author, question-answer relationship)</p> <p><i>Vocabulary Strategy:</i> Use Context Clues</p> <p><i>Writing Project:</i> Expository Writing: News Article (writing trait: development of ideas)</p>	<p>Selections from Hampton-Brown Edge Level A:</p> <p><i>Genes: All in the Family</i> (Science Article)</p> <p><i>How to See DNA</i> (Science Procedure)</p> <p><i>Do Family Meals Matter?</i> (Research Report)</p> <p><i>Fish Cheeks</i> (Anecdote)</p> <p><i>Only Daughter</i> (Memoir)</p> <p><i>Calling a Foul</i> (News Commentary)</p> <p><i>Surveys on Sports</i> (Surveys)</p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> ▪ Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. ▪ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ▪ Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ▪ Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension. ▪ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
--	--	--

Marking Period	Materials	ELA National Common Core Standards Emphasized
<p><i>Grammar Focus:</i></p> <ul style="list-style-type: none"> - Subject pronouns - Action verbs and helping verbs - Present tense verbs <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>Jane Eyre</i> by Charlotte Bronte (adapted by Jane E. Gerver)</p> <p><i>Walking Stars</i> by Victor Villasenor</p> <p><i>Finding Miracles</i> by Julia Alvarez</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<ul style="list-style-type: none"> ▪ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ▪ Use precise language and domain-specific vocabulary to manage the complexity of the topic. ▪ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ▪ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies. ▪ Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ▪ Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. ▪ Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.

Marking Period	Materials	ELA National Common Core Standards Emphasized
----------------	-----------	---

<p>Marking Period 3 Unit 3: True Self</p> <p><i>Essential Question:</i> Do We Find or Create Our True Selves?</p> <p><i>Genre Focus:</i> Short Stories (point of view, multiple themes in text, compare themes)</p> <p><i>Reading Strategy:</i> Make Inferences</p> <p><i>Vocabulary Strategy:</i> Word Families, Latin and Greek Roots</p> <p><i>Writing Project:</i> Expressive Writing: Reflective Essay (writing trait: Voice and Style)</p> <p><i>Grammar Focus:</i> - Pronouns - Verb tenses</p>	<p>Selections from Hampton-Brown Edge Level A:</p> <p><i>Heartbeat</i> (Short Story)</p> <p><i>Zits</i> (Comic Strip)</p> <p><i>Behind the Bulk</i> (Informative Article)</p> <p><i>I Go Along</i> (Short Story)</p> <p><i>Theme for English B</i> (Poem)</p> <p><i>The Pale Mare</i> (Short Story)</p> <p><i>My Horse, Fly Like a Bird</i> (Poem)</p> <p><i>Caged Bird</i> (Poem)</p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> ▪ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ▪ Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ▪ Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. <p><u>Listening</u></p> <ul style="list-style-type: none"> ▪ Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <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 tasks, purposes, and audiences. ▪ Draw evidence from literary or informational texts to support analysis, reflection, and research. ▪ Apply <i>grades 9–10 Reading standards</i> to literature (e.g. “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). ▪ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
---	---	--

Marking Period	Materials	ELA National Common Core Standards Emphasized
----------------	-----------	---

<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>Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson (adapted by Kate McMullan)</p> <p><i>Out of War</i> by Sara Cameron</p> <p><i>Star Girl</i> by Jerry Spinelli</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies. ▪ Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ▪ Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage ▪ Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.
---	---	--

Marking Period	Materials	ELA National Common Core Standards Emphasized
----------------	-----------	---

<p>Marking Period 4 Unit 4: Give and Take</p> <p><i>Essential Question:</i> How Much Should People Help Each Other?</p> <p><i>Genre Focus:</i> Nonfiction (analyze text structure: cause and effect, chronology, author’s purpose, figurative language: repetition and alliteration)</p> <p><i>Reading Strategy:</i> - Determine Importance (determine main idea, relate main ideas and supporting details, summarize) - Test-taking Strategies (NYSESLAT Practice)</p> <p><i>Vocabulary Strategy:</i> Use Context Clues for Unfamiliar and Multiple-Meaning Words</p>	<p>Selections from Hampton-Brown Edge Level A:</p> <p><i>Enabling or Disabling?</i> (Informational Text)</p> <p><i>This I Believe</i> (Essay)</p> <p><i>Brother Ray: Ray Charles’s Own Story</i> (Autobiography)</p> <p><i>Hard Times</i> (Song Lyrics)</p> <p><i>Power of the Powerless</i> (Memoir)</p> <p><i>He Was No Bum</i> (Chronology)</p> <p><i>Miss Rosie</i> (Poem)</p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> ▪ Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ▪ Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. ▪ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper). ▪ Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter). <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension. ▪ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
---	---	---

Marking Period	Materials	ELA National Common Core Standards Emphasized
----------------	-----------	---

<p><i>Writing Project:</i> Expository Writing: Problem-Solution Essay (writing trait: voice and style)</p> <p><i>Grammar Focus:</i> - Object Pronouns - Possessive Words - Prepositions</p> <p><i>Student Assessment:</i> - Cluster Tests - Unit Test - Writing Projects - Presentations</p>	<p>Supplementary materials from <i>Edge Library</i>:</p> <p><i>Of Sound Mind</i> by Jean Ferris</p> <p><i>The Ch'i-Lin Purse</i> by Linda Fang</p> <p><i>The Forbidden Schoolhouse</i> by Suzanne Jurmain</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<ul style="list-style-type: none"> ▪ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ▪ Use precise language and domain-specific vocabulary to manage the complexity of the topic. ▪ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ▪ Draw evidence from literary or informational texts to support analysis, reflection, and research. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies. ▪ Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ▪ Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. ▪ Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.
--	---	--