

Marking Period	Materials	ELA National Common Core Standards Emphasized
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<p>Marking Period 1 Unit 5: Fair Play</p> <p><i>Essential Question:</i> Do People Get What They Deserve?</p> <p><i>Genre Focus:</i> Short Stories (theme, mood, tone, irony, flashback, suspense)</p> <p><i>Reading Strategy:</i> Make Connections (compare and contrast)</p> <p><i>Vocabulary Strategy:</i> Relating Words (synonyms, antonyms, using thesaurus)</p> <p><i>Writing Project:</i> Description of a Process (writing trait: organization)</p> <p><i>Grammar Focus:</i> - adjectives - adverbs</p>	<p>Selections from Hampton-Brown Edge Level A:</p> <p><i>Jump Away</i> (Short Story)</p> <p><i>Showdown with Big Eva</i> (Personal Narrative)</p> <p><i>Fear</i> (Short Story)</p> <p><i>Violence Hits Home</i> (Magazine Article)</p> <p><i>Abuela Invents the Zero</i> (Short Story)</p> <p><i>Karate</i> (Personal Narrative)</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. ▪ Determine a theme or central idea of a text and analyze in detail 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 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.
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<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>Dracula</i> by Bram Stoker</p> <p><i>Emaco Blue</i> by Brenda Woods</p> <p><i>Cesar Chavez: Fighting for Farm Workers</i> by Eric Braun</p> <p>Materials selected by the teacher that enhance students' understanding of the unit :</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. ▪ 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"> ▪ 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.
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<p>Marking Period 2 Unit 6: Coming of Age</p> <p><i>Essential Question:</i> What Rights and Responsibilities Should Teens Have?</p> <p><i>Genre Focus: Nonfiction</i> (analyzing author’s purpose and perspective, main idea and details, emotional appeal, persuasive techniques)</p> <p><i>Reading Strategy:</i> Synthesize (form generalizations, compare arguments, draw conclusions)</p> <p><i>Vocabulary Strategy:</i> Use Reference Sources</p> <p><i>Writing Project:</i> Persuasive Writing: Essay (writing trait: development of ideas)</p>	<p>Selections from Hampton-Brown Edge Level A:</p> <p><i>16: The Right Voting Age</i> (Argument)</p> <p><i>Teen Brains Are Different</i> (Expository Nonfiction)</p> <p><i>Should Communities Set Teen Curfews?</i> (Magazine Opinion Piece)</p> <p><i>Curfews: A National Debate</i> (Commentary)</p> <p><i>What Does Responsibility Look Like?</i> (Essay)</p> <p><i>Getting a Job</i> (Functional Documents)</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 arguments to support claims with clear reasons and relevant evidence. ▪ Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ▪ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ▪ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ▪ Establish and maintain a formal style.
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<p><i>Grammar Focus:</i></p> <ul style="list-style-type: none"> - compound sentences - word order - indefinite pronouns <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>Crazy Loco</i> by David Rice</p> <p><i>Thura's Diary</i> by Thura Al-Windawi</p> <p><i>Ties That Bind, Ties That Break</i> by Lensey Namioka</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<ul style="list-style-type: none"> ▪ Provide a concluding statement or section that follows from and supports the argument presented. <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.
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<p>Marking Period 3 Unit 7: Making Impressions</p> <p><i>Essential Question:</i> What Do You Do to Make an Impression?</p> <p><i>Genre Focus:</i> Drama and Poetry (style, figurative language, dramatic elements, narrative poetry, characters and plot, sound)</p> <p><i>Reading Strategy:</i> Visualize (form mental images, use sensory images, identify emotional responses)</p> <p><i>Vocabulary Strategy:</i> Interpret Figurative Language (idioms, connotations and denotations)</p>	<p>Selections from Hampton-Brown Edge Level A:</p> <p><i>Novio Boy, Scene 7, Part 1</i> (Play)</p> <p><i>Oranges</i> (Poem)</p> <p><i>Novio Boy, Scene 7, Part 2</i> (Play)</p> <p><i>Your World</i> (Poem)</p> <p><i>To Helen Keller:</i> <i>A Letter to Helen Keller</i> (Letter)</p> <p><i>Helen Keller</i> (Poem)</p> <p><i>Marked</i> (Poetry)</p> <p><i>Dusting</i> (Poetry)</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>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 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.
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<p><i>Writing Project:</i> Write an Opinion Statement (writing trait: Voice and Style)</p> <p><i>Grammar Focus:</i> - complex sentences - verb tenses</p> <p><i>Student Assessment:</i> - Cluster Tests - Unit Test - Writing Projects - Presentations</p>	<p>Supplementary materials from Edge Library:</p> <p><i>The Code: The 5 Secrets of Teen Success</i> by Mawi Asgedon</p> <p><i>Novio Boy</i> by Gary Soto</p> <p><i>The Friends</i> by Rosa Guy</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.
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<p>Marking Period 4 Unit Review: Reading Novel and Poetry</p> <p><i>Essential Question:</i> How is literature relevant to my life?</p> <p><i>Genre Focus:</i> Poetry, Novel (author’s style, tone, word choice, symbolism, characterization)</p> <p><i>Reading Strategy:</i> - Make Inferences - Test-taking Strategies (NYSESLAT Practice)</p> <p><i>Vocabulary Strategy:</i> Use Reference Sources</p> <p><i>Writing Project:</i> Reflective Essay (writing trait: focus and unity)</p> <p><i>Grammar Focus:</i> - complex sentences - verb tenses</p>	<p>Selections from Hampton-Brown <i>Edge</i> Level A and supplementary materials from <i>Edge</i> Library not covered in the previous Marking Periods:</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"> ▪ 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>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 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.
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<p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> - Cluster Tests - Unit Test - Writing Projects - Presentations 		<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.
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