

Marking Period	Materials	ELA National Common Core Standards Emphasized
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<p>Marking Period 1 Unit 5: Fear This!</p> <p><i>Essential Question:</i> What Makes Something Frightening?</p> <p><i>Genre Focus:</i> Short Stories (plot structure, mood, tone, suspense, irony, symbolism, foreshadowing)</p> <p><i>Reading Strategy:</i> Making Connections (compare and contrast)</p> <p><i>Vocabulary Strategy:</i> Relating Words (synonyms, analogies, using thesaurus)</p> <p><i>Writing Project:</i> Autobiographical Narrative (writing trait: organization)</p>	<p>Selections from Hampton-Brown Edge Level B:</p> <p><i>The Interlopers</i> (Short Story)</p> <p><i>An Interview with the King of Terror</i> (Article)</p> <p><i>The Baby-sitter</i> (Short Story)</p> <p><i>Under the Bed</i> (Cartoon)</p> <p><i>Beware: Do Not Read This Poem</i> (Poetry)</p> <p><i>The Tell-Tale Heart</i> (Short Story)</p> <p><i>The Raven</i> (Poetry)</p> <p><i>The Mysterious Edgar Allan Poe</i> (Author Study)</p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed). 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. 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"> 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 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 and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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<p><i>Grammar Focus:</i> - adjectives - adverbs</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>The Afterlife</i> by Gary Soto</p> <p><i>Dr. Jenner and the Speckled Monster</i> by Albert Marrin</p> <p><i>Dance Hall of the Dead</i> by Tony Hillerman</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<ul style="list-style-type: none"> ▪ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g. a sense of mystery, suspense, growth, or resolution). ▪ 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"> ▪ 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 11–12 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 2 Unit 6: Are You Buying It?</p> <p><i>Essential Question:</i> How Do the Media Shape the Way People Think?</p> <p><i>Genre Focus:</i> Persuasive Nonfiction (analyze argument and evidence, appeals, fact and opinion, author’s tone, persuasive techniques)</p> <p><i>Reading Strategy:</i> Synthesize (form generalizations, compare arguments, draw conclusions)</p> <p><i>Vocabulary Strategy:</i> Use Structural Clues (Latin and Greek Roots, Connotations and Denotations)</p>	<p>Selections from Hampton-Brown Edge Level B:</p> <p><i>Ad Power</i> (Persuasive Text)</p> <p><i>Without Commercials</i> (Poem)</p> <p><i>What’s Wrong with Advertising?</i> (Essay)</p> <p><i>A Long Way to Go: Minorities and the Media</i> (Essay)</p> <p><i>The Color Green</i> (Editorial)</p> <p><i>What Is News?</i> (Persuasive Text)</p> <p><i>How to Detect Bias in the News</i> (How-To Article)</p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> ▪ Determine two or more 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 provide a complex analysis; provide an objective summary of the text. ▪ 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"> ▪ 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 arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ▪ Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and create an organization that logically sequences claim(s), reasons, and evidence. ▪ Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence. ▪ Provide a concluding statement or section that follows from and supports the argument presented.
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<p><i>Writing Project:</i> Persuasive Writing: Essay (writing trait: voice and style)</p> <p><i>Grammar Focus:</i> - complex sentences - compound sentences - infinitives and gerunds</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>Keeper</i> by Mal Peet</p> <p><i>Picture Bride</i> by Yoshiko Uchida</p> <p><i>Warriors Don't Cry</i> by Melba Pattillo Beals</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"> ▪ 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 11–12 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: Where We Belong</p> <p><i>Essential Question:</i> What Holds Us Together? What Keeps Us Apart?</p> <p><i>Genre Focus:</i> Drama and Poetry (dramatic elements, imagery, figurative language, rhythm, rhyme, form, style characterization)</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 (connotations and denotations)</p> <p><i>Writing Project:</i> Response to Literature: Literary Analysis (writing trait: voice and style)</p>	<p>Selections from Hampton-Brown Edge Level B:</p> <p><i>A Raisin in the Sun</i> (Play)</p> <p><i>My Father is a Simple Man</i> (Poem)</p> <p><i>My Mother Pieced Quilts</i> (Poem)</p> <p><i>The Outsiders</i> (Play)</p> <p><i>Nothing Gold Can Stay</i> (Poem)</p> <p><i>If There Be Pain</i> (Song Lyrics)</p> <p><i>Sonnet 30</i> (Sonnet)</p> <p><i>I Hear America Singing</i> (Poem)</p> <p><i>I, Too</i> (Poem)</p> <p><i>Where Is My Country?</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>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 so that each new element builds on that which precedes it to create a unified whole. ▪ Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ▪ Draw evidence from literary or informational texts to support analysis, reflection, and research.
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<p><i>Grammar Focus:</i></p> <ul style="list-style-type: none"> - verb tenses - perfect tenses - participles <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> - Cluster Tests - Unit Test - Writing Projects - Presentations 	<p><i>Legal Alien</i> (Poem)</p> <p><i>Human Family</i> (Poem)</p> <p>Supplementary materials from <i>Edge Library</i>:</p> <p><i>Romiette and Julio</i> by Sharon M. Draper</p> <p><i>The Other Side of the Sky</i> by Farah Ahmed</p> <p><i>A Raisin in the Sun</i> by Lorraine Hansberry</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 information or explanation presented (e.g. articulating implications or the significance of the topic). <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 11–12 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 B 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 Texts</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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