

| Marking Period | Materials | ELA National Common Core Standards Emphasized |
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| <p><b>Marking Periods 1 and 2</b><br/><b>Unit 4: Opening Doors</b></p> <p><i>Essential Question:</i><br/><b>What Does It Really Mean to Communicate?</b></p> <p><i>Genre Focus:</i><br/><b>Nonfiction</b><br/>(analyze text structure: cause and effect, problem and solution, chronological order)</p> <p><i>Reading Strategy:</i><br/><b>Ask Questions</b><br/>(self-question, different types of questions)</p> <p><i>Vocabulary Strategy:</i><br/><b>Use Reference Sources</b></p> <p><i>Writing Project:</i><br/><b>Research Report</b><br/>(writing trait: organization)</p> <p><i>Grammar Focus:</i><br/>- possessive words<br/>- object pronouns<br/>- indefinite pronouns</p> | <p><b>Selections from Hampton-Brown Edge Level C:</b></p> <p><i>Face Facts: The Science of Facial Features</i><br/>(Magazine Article)</p> <p><i>Face It</i><br/>(Poem)</p> <p><i>Silent Language</i><br/>(Magazine Article)</p> <p><i>They Speak for Success</i><br/>(News Features)</p> <p><i>Breaking the Ice</i><br/>(Humor Column)</p> <p><i>My English</i><br/>(Narrative Nonfiction)</p> <p><i>How I Learned English</i><br/>(Poem)</p> | <p><b><u>Reading: Literature and Informational Text</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</li> <li>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.</li> </ul> <p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> </ul> |
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| <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> <li>- Cluster Tests</li> <li>- Unit Test</li> <li>- Writing Projects</li> <li>- Presentations</li> </ul> | <p><b>Supplementary materials from Edge Library:</b></p> <p><i>Animal Farm</i><br/>by George Orwell</p> <p><i>We Shall Overcome</i><br/>by Reggie Finlayson</p> <p><b>Materials selected by the teacher that enhance students’ understanding of the unit:</b></p> | <ul style="list-style-type: none"> <li>▪ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>▪ Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul> <p><b><u>Knowledge of Language and Conventions</u></b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul> |
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| <p><b>Marking Periods 3 and 4<br/>Unit 5: Moment of Truth</b></p> <p><i>Essential Question:</i><br/><b>What Do People Discover in a Moment of Truth?</b></p> <p><i>Genre Focus:</i><br/><b>Short Stories</b><br/>(characters’ motivation, plot structure, metaphor, suspense, irony, foreshadowing)</p> <p><i>Reading Strategy:</i><br/><b>- Make Connections</b><br/>(compare and contrast)<br/><b>- Test-taking Strategies</b><br/>(NYSESLAT Practice)</p> <p><i>Vocabulary Strategy:</i><br/><b>Word Relationship</b><br/>(synonyms, antonyms, analogies)</p> <p><i>Writing Project:</i><br/><b>Literary Research Report</b><br/>(writing trait: development of ideas)</p> | <p><b>Selections from Hampton-Brown Edge Level C:</b></p> <p><i>Say It with Flowers</i><br/>(Short Story)</p> <p><i>The Journey</i><br/>(Poem)</p> <p><i>Just Lather, That’s All</i><br/>(Short Story)</p> <p><i>The Woman Who Was Death</i><br/>(Poem)</p> <p><i>Be-ers and Doers</i><br/>(Short Story)</p> <p><i>The Calling</i><br/>(Poem)</p> <p><i>My Moment of Truth</i><br/>(Magazine Article)</p> | <p><b><u>Reading: Literature and Informational Text</u></b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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).</li> <li>▪ Analyze how an author’s choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</li> </ul> <p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>▪ 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.</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>▪ Write applying <i>grades 11–12 Reading standards</i> to literature.</li> <li>▪ 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.</li> </ul> |
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| <p><i>Grammar Focus:</i></p> <ul style="list-style-type: none"> <li>- adjectives</li> <li>- adverbs</li> </ul> <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> <li>- Cluster Tests</li> <li>- Unit Test</li> <li>- Writing Projects</li> <li>- Presentations</li> </ul> | <p><b>Supplementary materials from Edge Library:</b></p> <p><i>The House of Dies Drear</i><br/>by Virginia Hamilton</p> <p><i>Speak</i><br/>by Laurie Anderson</p> <p><i>Dying to Cross</i><br/>by George Ramos</p> <p><b>Materials selected by the teacher that enhance students' understanding of the unit:</b></p> | <p><b><u>Knowledge of Language and Conventions</u></b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.</li> </ul> |
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