

Marking Period	Materials	ELA National Common Core Standards Emphasized
<p>Marking Period 1 Unit: ELA Regents Part 1 & 2</p> <p><i>Essential Question:</i> What skills are necessary to be successful on ELA Regents Part 1 and 2?</p> <p><i>Genre Focus:</i> Non-fiction and fiction (short stories)</p> <p><i>Skills Practiced:</i> ELA Regents Part 1 - Listening comprehension - Note-taking practice - Multiple-choice questions</p> <p>ELA Regents Parts 2A and 2B - Reading non-fiction - Reading fiction - Inferring meaning from a text - Decoding vocabulary <ul style="list-style-type: none"> ▪ Using context clues ▪ Prefixes, suffixes and root words ▪ Direct translation - Multiple-choice questions</p>	<p>Selections from:</p> <p><u>True Stories in the News (3):</u> <i>“Lost and Found”</i> <i>“The Runner”</i> <i>“A New Man”</i></p> <p><u>Voices in Literature (Bronze)</u> <i>“Saving the Rainforests”</i> <i>“Navajo Code Talkers”</i> <i>“I Will Fight No More Forever”</i></p> <p><u>Cause and Effect (Intermediate)</u> <i>“World Population Growth”</i> <i>“The Garbage Project”</i> <i>“Alexandra David-Neel – A French Woman in Tibet”</i> <i>“Robert Scott – A Race to the South Pole”</i></p> <p><u>Literature for English (Beginning)</u> <i>“Wolf”</i> <i>“Crucita”</i></p> <p><u>Discovering Fiction (1)</u> <i>“The Blanket”</i> <i>“A Secret for Two”</i></p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> ▪ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ▪ Determine a theme of a story, drama, or poem from details in the text; summarize the text. ▪ Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ▪ Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. ▪ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ▪ Determine the main idea of a text and explain how it is supported by key details; summarize the text. ▪ Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ▪ Introduce a topic and group related information together ▪ Develop the topic with facts, definitions, and details. ▪ Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information. ▪ Provide a concluding statement or section. ▪ Write opinion pieces on topics or texts, supporting a point of view with reasons. ▪ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ▪ Provide reasons that support the opinion. ▪ Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.

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<p><i>Assessments:</i> 10 Week Test - Part 1 “Two Boys and a Train” - Part 2A “Headaches” - Part 2B “The Last Leaf”</p>		<ul style="list-style-type: none"> ▪ Provide a concluding statement or section. ▪ With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. ▪ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <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>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. <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> ▪ Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ Identify the reasons and evidence a speaker provides to support particular points. ▪ Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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<p>Marking Period 2 Unit: ELA Regents Part 3 & 4</p> <p><i>Essential Question:</i> What skills are necessary to be successful on ELA Regents Part 3 and 4?</p> <p><i>Genre Focus:</i> Short stories and poetry</p> <p><i>Skills Practiced:</i> ELA Regents Part 3 - Identifying literary elements/literary techniques - Reading short stories - Reading poetry - Inferring meaning from a text - Decoding vocabulary - Using context clues - Prefixes, suffixes and root words - Direct translation - Multiple-choice questions</p>	<p>Selections from:</p> <p><u>Multicultural Perspectives</u> “Mother to Son” “Lineage”</p> <p><u>Short Stories – Characters in Conflict</u> “Antaeus” “Enemy Territory” “Fear” (poem) “Father and Son” (poem)</p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> ▪ Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ▪ Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ▪ 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. ▪ Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama. ▪ 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. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ▪ Introduce a topic and group related information together ▪ Develop the topic with facts, definitions, and details. ▪ Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information. ▪ Provide a concluding statement or section. ▪ Write opinion pieces on topics or texts, supporting a point of view with reasons. ▪ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ▪ Provide reasons that support the opinion.

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<p>ELA Regents Parts 4</p> <ul style="list-style-type: none"> - Interpreting quotations - Analyzing literature for appropriateness for a Part 4 essay - Part 4 essay writing <p><i>Assessments:</i></p> <p>20 Week</p> <ul style="list-style-type: none"> - Part 3 “Eleven” “Choices” - Part 4 quotation 		<ul style="list-style-type: none"> ▪ Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons. ▪ Provide a concluding statement or section. ▪ With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. ▪ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <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 reading and content, 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. <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> ▪ Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ Identify the reasons and evidence a speaker provides to support particular points. ▪ Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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<p>Marking Period 3. Unit: ELA Regents Part 1 & 2</p> <p><i>Essential Question:</i> What skills are necessary to be successful on ELA Regents Part 1 and 2?</p> <p><i>Genre Focus:</i> Non-fiction and fiction (short stories)</p> <p><i>Skills Practiced:</i> ELA Regents Part 1 - Listening comprehension - Note-taking practice - Multiple-choice questions</p> <p>ELA Regents Parts 2A and 2B) - Reading non-fiction - Reading fiction - Inferring meaning from a text - Decoding vocabulary <ul style="list-style-type: none"> ▪ Using context clues ▪ Prefixes, suffixes and root words ▪ Direct translation - Multiple-choice questions</p>	<p><u>True Stories in the News (3):</u> <i>"The Love Letters"</i> <i>"The Winning Ticket"</i> <i>"This Is the Place for Me"</i></p> <p><u>Voices in Literature (Bronze)</u> <i>"Birth of the Moon"</i> <i>"A Brave Man Lays His Life on the Line"</i> <i>"I Have a Dream"</i></p> <p><u>Cause and Effect (Intermediate)</u> <i>"Afraid to Fly"</i> <i>"Skyscrapers"</i> <i>"Biospheres in Space"</i> <i>"Photovoltaic Cells"</i></p> <p><u>Literature for English (Beginning)</u> <i>"The Hero"</i> <i>"Land"</i></p> <p><u>Discovering Fiction (1)</u> <i>"The Bracelet"</i></p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> ▪ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ▪ Determine a theme of a story, drama, or poem from details in the text; summarize the text. ▪ Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ▪ Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. ▪ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ▪ Determine the main idea of a text and explain how it is supported by key details; summarize the text. ▪ Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ▪ Introduce a topic and group related information together. ▪ Develop the topic with facts, definitions, and details. ▪ Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information. ▪ Provide a concluding statement or section. ▪ Write opinion pieces on topics or texts, supporting a point of view with reasons. ▪ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ▪ Provide reasons that support the opinion. ▪ Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.

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<p><i>Assessments:</i> 30 Week Test - Part 1 “A Woman and a Firetruck” - Part 2A “Health Care and Epidemics” - Part 2B “Mrs. Penn’s Story”</p>		<ul style="list-style-type: none"> ▪ Provide a concluding statement or section. ▪ With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. ▪ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <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 reading and content, 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. <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> ▪ Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ Identify the reasons and evidence a speaker provides to support particular points. ▪ Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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<p>Marking Period 4. Unit: ELA Regents Part 3 & 4</p> <p><i>Essential Question:</i> What skills are necessary to be successful on ELA Regents Part 3 and 4?</p> <p><i>Genre Focus:</i> Short stories and poetry</p> <p><i>Skills Practiced:</i> ELA Regents Part 3 - Identifying literary elements/literary techniques - Reading short stories - Reading poetry - Inferring meaning from a text - Decoding vocabulary - Using context clues - Prefixes, suffixes and root words - Direct translation - Multiple-choice questions</p>	<p>Selections from:</p> <p><u>Multicultural Perspectives</u> “Women” “As I Grew Older” “Saying Yes”</p> <p><u>Short Stories – Characters in Conflict</u> “All Summer in a Day” “Bad Characters”</p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> ▪ Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ▪ Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ▪ 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. ▪ Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama. ▪ 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. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ▪ Introduce a topic and group related information together. ▪ Develop the topic with facts, definitions, and details. ▪ Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information. ▪ Provide a concluding statement or section. ▪ Write opinion pieces on topics or texts, supporting a point of view with reasons. ▪ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ▪ Provide reasons that support the opinion.

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<p>ELA Regents Parts 4</p> <ul style="list-style-type: none"> - Interpreting quotations - Analyzing literature for appropriateness for a Part 4 essay - Part 4 essay writing <p><i>Assessments:</i></p> <p>40 Week Test</p> <ul style="list-style-type: none"> - Part 3 “My City” “The Tropics in New York” - Part 4 quotation 		<ul style="list-style-type: none"> ▪ Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons. ▪ Provide a concluding statement or section. ▪ With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. ▪ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <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 reading and content, 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. <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> ▪ Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ Identify the reasons and evidence a speaker provides to support particular points. ▪ Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.