

ELA (UPK-12)
Essential Standards/Skills List for May & June

Course	Grade	Essential Skills/Standards in May	Essential Skills/Standards in June
http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf			
ELA	UPK	<p>PK.RF.3b: recognize, spell and write first name</p> <p>PK. RF. 1: Identify upper and lower case letters</p> <p>PK.RF.1d: Match upper to lower case letters</p> <p>PK.L.1a: Write letters using proper formation (follow instruction sheet)</p> <p>PK.RF.2b: Rhyming words</p> <p>PK.L.5b: Comparative and positional words</p> <p>PK.R.5: Regular read aloud and exposure to print</p> <p>PK.R.2: Arrange 3-4 pictures in sequential order and tell a story</p> <p>- recite your birthday</p> <p>- know your address</p>	<p>PK.RF.3b: Recognize, spell and write first name</p> <p>PK. RF. 1: Identify upper and lower case letters</p> <p>PK.RF.1d: Match upper to lower case letters</p> <p>PK.L.1a: Write letters using proper formation (follow instruction sheet)</p> <p>PK.RF.2b: Rhyming words</p> <p>PK.L.5b: Comparative and positional words</p> <p>PK.R.5: Regular read aloud and exposure to print</p> <p>PK.R.2: Arrange 3-4 pictures in sequential order and tell a story</p> <p>- recite your birthday</p> <p>- know your address</p>
ELA	K	<p>Continue daily practice of sight words and tricky words.</p> <p>KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (Name the job of the author and illustrator.)</p> <p>KW4: Create a response to a text, author, or personal experience (Write a sentence or two that relates to the story.)</p> <p>KR2: Retell stories or share key details from a text. (Orally retell a story's main idea.)</p> <p>KW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence. (Share in writing, pictures, or dictation real or made-up events.)</p> <p>KR1: Develop and answer questions about a text.</p> <p>KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. (Share details in writing, pictures, or dictation about a familiar topic.)</p>	<p>Continue daily practice of sight words and tricky words.</p> <p>KR1: Develop and answer questions about a text.</p> <p>KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge (Use more than one source to learn about a topic. Create and answer a question about that topic.)</p> <p>KR3: Identify characters, settings, major events in a story, or pieces of information in a text.</p> <p>KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (Use more than one source to learn about a topic. Create and answer a question about that topic. e.g., drawing, oral expression, and/or emergent writing).</p>
ELA	1	Students will be able to write a complete sentence using capitals, punctuation, word spacing, correct letter formation and decodable first grade words spelled correctly.	Students will be able to write a comprehensible complete sentence using capitals, punctuation, word spacing, correct letter formation and decodable first grade words spelled correctly.

		<p>Students will read Tricky words fluently.</p> <p>Students will read a leveled text fluently.</p> <p>Students will retell the main events of a story in the correct sequence.</p> <p>Students will identify the characters, setting, main idea, problem and the problem's solution of a story.</p>	<p>Students will read Tricky words fluently.</p> <p>Students will read a leveled text fluently.</p> <p>Students will retell the main events of a story in the correct sequence.</p> <p>Students will identify the characters, setting, main idea, problem and the problem's solution of a story.</p>
ELA	2	<p>Write a paragraph with a topic sentence, 2-3 details, and a conclusion sentence. The sentences need to have correct capitalization, punctuation and spacing.</p> <p>Answer questions that demonstrate knowledge of key ideas and details from text. (using CCRF)</p> <p>Write a summary to include the basic story elements (character, setting: where and when, and plot), in the correct sequence of the beginning, middle, and end of main events</p> <p>Be able to fluently read and comprehend the decodable text in the skills reader</p>	<p>Write a paragraph with a topic sentence, 2-3 details, and a conclusion sentence. The sentences need to have correct capitalization, punctuation and spacing.</p> <p>Answer questions that demonstrate knowledge of key ideas and details from text. (using CCRF)</p> <p>Write a summary to include the basic story elements (character, setting: where and when, and plot), in the correct sequence of the beginning, middle, and end of main events</p> <p>Be able to fluently read and comprehend the decodable text in the skills reader</p>
ELA	3	<p>April 20-May 1</p> <p>BIG IDEA- Explain what the author, or characters in a story think or do and compare it to how I (the reader) feel about it.</p> <p>3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. 3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).</p> <p>May 4-15</p> <p>BIG IDEA- What is this really all about, and what details show that. What is the "short version" that tells that?</p> <p>3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.</p> <p>3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>May 18-22</p> <p>BIG IDEA- How do I lead someone to the place in the text that proves what I think as a reader? How do I write explanations with enough detail to get my ideas across to another reader?</p> <p>3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. 3W2: Write informative/explanatory texts to explore a topic and convey ideas and</p>	<p>June 1-12</p> <p>BIG IDEA- Research a topic (ie. a tree frog) and create and answer questions about it. Support the answer with evidence from what was read.</p> <p>3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. 3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.</p> <p>June 15-26</p> <p>BIG IDEA- Tell what a character in a story is feeling and why they do what they do in the story. Use story evidence to "back up" why you think that.</p> <p>In a nonfiction text, explain how the ideas are connected (like steps in a recipe or a food chain). Take notes on these topics from different books or articles.</p> <p>3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. 3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</p>

		<p>information relevant to the subject.</p> <p>May 25-29 BIG IDEA- How do I lead someone to the place in the text that proves what I think as a reader? How do I write explanations with enough detail to get my ideas across to another reader?</p> <p>3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p>	
ELA	4	<p>★ Parent Guidance</p> <p>Grammar April 20- Ongoing <u>Conventions of Standard English</u></p> <p>1. <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p>A. <i>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</i></p> <p>B. <i>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</i></p> <p>★ Actions that are in progress and ongoing</p> <p>C. <i>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</i></p> <p>★ Helping verbs</p> <p>D. <i>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</i></p> <p>E. <i>Form and use prepositional phrases.</i></p> <p>F. <i>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</i></p> <p>G. <i>Correctly use frequently confused words (e.g., to, too, two, there, their)</i></p> <p>Writing and Reading</p> <p>April 20-May 12 <u>Unit 2: Craft and Structure</u></p> <p><i>Materials Used:</i> - “Can We Be Friends? Nature’s Partners” Alexandra Wright - Poetry Unit</p> <p>3R6: <i>Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text.</i></p>	<p>★ Parent Guidance</p> <p>June 1-12 <u>Unit 5: Key Ideas and Details</u> <i>Materials Used:</i> -Candy Project -Tentative “The Chocolate Touch” Chapter Book</p> <p>3R1: <i>Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.</i></p> <p>★ Read information to answer questions about your candy</p> <p>★ Ask a question about your candy</p> <p>3W6: <i>Conduct research to answer questions, including self-generated questions, and to build knowledge.</i></p> <p>★ Use sources to find information about your candy</p> <p>June 15-26</p> <p><u>Unit 6: Research to Build and Present Knowledge</u></p> <p>3W7: <i>Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</i></p> <p>★ Use your experience to identify a candy of your choice to research</p> <p>3R3: <i>In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.</i></p> <p>★ Describe the main character in the book</p> <p>★ Give summaries as directed to include:</p> <ol style="list-style-type: none"> 1. how events are connected, ideas, concepts of a text 2. Use sequencing words(time order words) 3. Use cause and effect

- ★ **In the written test students will compare the prologue/ First page in the story and respond to the author's question by comparing their perspective on relationships with animals with the author's.**

4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.

- ★ **In the written test students will compare the epilogue(last two pages of the story) to say how they tie into the topics mentioned within the story**

4W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience

- ★ **Introduction to poetry and author's purpose**
- ★ **Video Identify elements of poetry and types of poem powerpoint**
- ★ **Students write and publish a poem**

May 13-May 27

Unit 3: Key Ideas and Details

Materials Used:

- "Nothing Ever Happens on 90th Street"

3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

- ★ **Journal Response #1 - Students imagine they are Eva. Write about what they are hoping to discover by sitting on your front stoop.**
- ★ **Journal Response #2 - Students imagine they are Eva. Why did you scatter pieces of Danish on the street? Were you pleased with the result of your experiment?**
- ★ **Journal Response #3 - Students imagine that they are Olivier. They write about why they decided to climb the tree in the cat's point of view**

3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.

- ★ **Journal Response #4 - Students will be expected to answer what message the author is trying to convey/express using at least 3 details from the text**

May 28-May 29

Unit 4: Key Ideas and Details

3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.

- ★ **Comprehension test for *Nothing Ever Happens on 90th Street***

3W2: Write informative/explanatory texts to

		<p>explore a topic and convey ideas and information relevant to the subject.</p> <p>★ Written test for <i>Nothing Ever Happens on 90th Street</i></p>	
ELA	5	<p>5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) <i>(I can find evidence to support what a text says.)</i></p> <p>5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) <i>(I can find the theme of a book and support it with evidence from the text.)</i></p> <p>5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)<i>(I can summarize or write down the important ideas in a text.)</i></p> <p>5R4 5L.5: Determine the meaning of words, phrases, figurative language, academic, and content as they are used in text- specific words and analyze their effect on meaning, tone, or mood. (RI&RL)</p> <p>5W1 Write an opinion pieces on topics or texts</p> <p>5W3 Write narratives to develop real or imagined experiences or events</p> <p>L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.</p>	<p>5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL) <i>(RACE strategy-text based evidence)</i></p> <p>5R10 By the end of the year read and comprehend information texts including science and social studies</p> <p>5R11 Recognize, interpret, and make connections with other texts <i>(Make text-self-world connections)</i></p> <p>5W7 Conduct short research projects that use several sources</p> <p>5W9 Draw evidence from texts to support analysis, reflection and research</p> <p>L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.</p> <p>L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</p>
ELA	6	<p>6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) <i>Restate, Answer, Cite evidence, Explain - RACE</i></p> <p>6R2: Determine a theme (<i>Underlying message or lesson the author is trying to teach</i>) or central idea (<i>main idea</i>) of a text and how it is developed by key supporting details over the course of a text; summarize a text.</p> <p>6R3: In a novel, describe the sequence of events, (plot) as well as how characters respond or change as the plot moves toward a resolution.</p> <p>6W1: Write arguments to support claims with clear reasons and relevant evidence. <i>RACE</i></p> <p>6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p>6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) <i>Restate, Answer, Cite evidence, Explain - RACE</i></p> <p>6R3: In a novel, describe the sequence of events, (plot) as well as how characters respond or change as the plot moves toward a resolution.</p> <p>6W1: Write arguments to support claims with clear reasons and relevant evidence. <i>RACE</i></p> <p>6R6: In a novel, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author's geographic location or culture affects his or her perspective.</p> <p>6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>
English	7	<p>7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)</p>

		<p>7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.</p> <p>7L3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>...Using the text <i>The Giver</i> and dystopian short stories...</p>	<p>7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>7L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
English	8	<p>8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p> <p>8W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>...Using the text <i>The Outsiders</i> and Scope articles</p>	<p>8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)</p> <p>8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>...Using Scope articles</p>
English	9	<p>9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)</p> <p>9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>...Using <i>The Tell Tale Heart</i> and <i>Oedipus</i></p>	<p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped</p> <p>9-10W2: 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.</p> <p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics</p> <p>...Using <i>The Tell Tale Heart</i> and <i>Oedipus</i></p>
English	10	<p>9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)</p> <p>9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped</p> <p>9-10W2: 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.</p> <p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics</p> <p>Harden - ...Using the text <i>Night Holland - Night</i></p>

		Harden - ...Using the text <i>Night</i>	
English	11	<p>11-12R1: Cite strong and thorough textual evidence to support analysis of what text says explicitly/implicitly...</p> <p>11-12W1b: Develop claims and counterclaims thoroughly and in a balanced manner</p> <p>11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>...using the text <i>Fahrenheit 451</i> unit</p>	<p>11-12R2: Determine two or more themes or central ideas in text and analyze their development including how they emerge and are shaped and refined by specific details</p> <p>11-12W2: 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.</p> <p>11-12SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>...using either <i>Hamlet</i> or short stories depending on end date</p>
English	12	<p>11-12R1: Cite strong and thorough textual evidence to support analysis of what text says explicitly/implicitly...</p> <p>11-12W1b: Develop claims and counterclaims thoroughly and in a balanced manner</p> <p>11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>... using the text <i>Lord of the Flies</i></p>	<p>11-12R2: Determine two or more themes or central ideas in text and analyze their development including how they emerge and are shaped and refined by specific details</p> <p>11-12W2: 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.</p> <p>11-12SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>... using the text <i>Lord of the Flies</i></p>
TC3 English	12	<p>11-12R1: Cite strong and thorough textual evidence to support analysis of what text says explicitly/implicitly...</p> <p>11-12W1b: Develop claims and counterclaims thoroughly and in a balanced manner</p> <p>11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p>	<p>11-12R2: Determine two or more themes or central ideas in text and analyze their development including how they emerge and are shaped and refined by specific details</p> <p>11-12W2: 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.</p> <p>11-12SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>... using the text <i>Short Stories/Poetry</i></p>