Standards	Content	Skills	Materials	Assessments	Timeline
Reading Standards: R1, R2, R4, R6  Writing Standards: W2 a, b, c, d, e, f  Speaking and Listening Standards: SL1 a, c, d  Language Standards: L4 a, d	Unit- Beginnings to 1750 -Reading comprehension of nonfiction and poetry -Analysis of nonfiction and poetry -Close-reading for connotation and denotation -Writing of explanatory text	-Cite strong & thorough evidence to support analysis -Make logical inferences -Determine central ideas of a text & analyze their development -Determine the meaning of words phrases as they are used in a text -Analyze an author's use of writing strategies to develop a central idea -Write a text-analysis response	Textbook: Of Plymouth Plantation "Upon the Burning of Our House" (supplemental) "To My Dear and Loving Husband" "Sinners in the Hands of an Angry God" (optional) Audio resources Teacher-created materials	Homework Quizzes Participation Writing Assignment- Text Analysis Essay on one of the following pieces: Of Plymouth Plantation, one of the Bradstreet poems, "Sinners in the Hands of an Angry God"*  *This essay will be used as an assessment and/or benchmark	September

Reading	Unit- The Crucible and Grammar	Skills	Materials	Assessments	Timeline
Standards:	-Reading comprehension of fiction and	-Cite strong & thorough	The Crucible	Homework	October-
R1, R2, R3, R4,	nonfiction	evidence to support	(supplemental text OR	Quizzes	November
R6, R7	-Analysis of a drama	analysis	found in textbook)	Participation	
	-Close reading for connotation and	-Make logical inferences	,	Unit Exam	
Writing	denotation	-Determine central ideas	The Crucible movie		
Standards:	-Application of phrases and clauses	of a text & analyze their		Writing Assignment-	
W1 a, b, c, d, e, f		development	Teacher-created materials	Writing from Sources	
		-Summarize a complex		(Argument) Essay—texts	
Speaking and		text	Teacher selected websites	will be supplied by	
Listening		-Determine the meaning	and articles re the Salem	teacher	
Standards		of words & phrases as	Witch Trials and Arthur		
SL 1a, c, d,		they are used in a text	Miller	*This essay will be used as	
		-Analyze an author's use		an assessment and/or	
Language		of writing strategies		benchmark and will be	
Standards:		-Analyze different		submitted electronically.	
L3, L4a, 5a, 5b		adaptations of a source			
		text			
		-Trace character			
		development			
		-Draw connections			
		between a text and			
		historical background			
		-Correctly use and			
		punctuate phrases and			
		clauses			

Reading	Unit- The Scarlet Letter and Grammar	Skills	Materials	Assessments	Timeline
Standards:	-Reading comprehension of fiction	-Cite strong & thorough	The Scarlet Letter	Homework	November-
R1, R2, R3, R4,	-Analysis of a novel	evidence to support	(Supplemental Text)	Quizzes	December
R5, R6, R9, R10	-Close reading for connotation and	analysis		Participation	
	denotation	-Make logical inferences	Teacher-created materials	Unit exam	
Speaking and	-Application of coordinating	-Determine central ideas			
Listening	conjunctions and conjunctive adverbs	of a text & analyze their			
Standards:		development		*At least one response to	
SL 1a, 1c, 1d, SL 4		-Summarize a complex		text or discussion will be	
		text		completed and submitted	
Language		-Determine the meaning		electronically	
Standards:		of words & phrases as			
L3, L4a, L5, L6		they are used in a text			
		-Analyze an author's use			
		of writing strategies			
		-Trace character			
		development			
		-Draw connections			
		between a text and			
		historical background			
		-Correctly use and			
		punctuate coordinating			
		conjunctions and			
		conjunctive adverbs			
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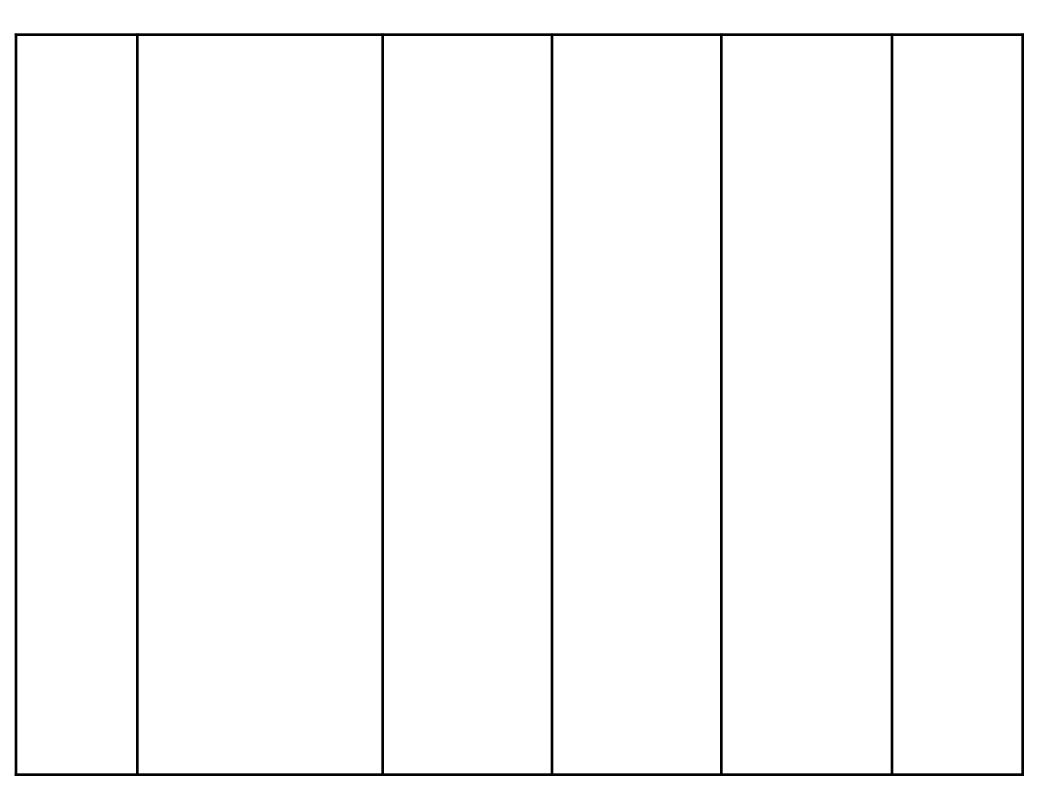
Reading	Unit- The Adventures of Huckleberry	Skills	Materials	Assessments	Timeline
Standards:	Finn and Grammar	-Cite strong and thorough	The Adventures of	Homework	January-February
R1, R2, R3, R4,	-Reading comprehension of fiction and	evidence to support	Huckleberry Finn	Quizzes	, ,
R5, R6, R7, R8	nonfiction	analysis	(Supplemental Text)	Participation	
	-Analysis of a novel	-Make logical inferences		Unit exam	
Writing	-Close reading for connotation and	-Determine central ideas	Various nonfiction texts		
Standards:	denotation	of a text & analyze their	about the historical time	Midyear exam (which will	
W2 a, b, c, d, e, f	-Writing of a text analysis response	development	period and reactions to	include/consist of a text	
	-Application of parallel structure	-Determine the meaning	the novel	analysis essay)	
Speaking and		of words & analyze their			
Listening		impact	Teacher-created materials		
Standards:		-Analyze the impact of			
SL1, a, c,		structure on a piece			
		-Analyze authors' use of			
LS: 1, 2, 3, 4, 5, 6		writing strategies -Participate effectively in			
L3. 1, 2, 3, 4, 5, 6		collaborative discussions			
		-Write a text-analysis			
		response			
		-Correctly use parallel			
		structure in writing			
		Ĭ			

Reading	Unit- Post WWI, The Roaring 20s, and	Skills	Materials	Assessments	Timeline
Standards:	The Great Gatsby	-Cite strong and thorough	The Great Gatsby	Reading assignments	February-March
R1, R2, R3, R4,	-Reading comprehension of fiction (a	evidence to support	(supplemental)	Homework	
R5, R6, R7, R8	novel) and nonfiction (websites and	analysis	(cappionion)	Quizzes	
-, -, , -	articles)	-Make logical inferences	The Great Gatsby movie	Participation	
Writing	-Analysis of fiction and nonfiction	-Determine central ideas		Unit Exam	
Standards:	-Close reading for connotation and	of a text & analyze their	Audio resources		
W1 a, b, c, d, e, f	denotation	development	(optional)	Writing Assignment-	
	-Writing of an argument essay (writing	-Analyze an author's use	<b></b>	Writing from Sources	
Speaking and	from sources)	of writing strategies (such	F. Scott Fitzgerald	(Argument) essay	
Listening		as point of view, setting,	biography (video)	*texts to be supplied by	
Standards:		characterization,		teacher	
SL 1, 4, 5		foreshadowing, etc.)	Selected websites		
		-Determine the meaning			
Language		of words and analyze	Teacher-created materials	*At least one response to	
Standards:		their impact		text or discussion will be	
L3, L4, L5, L6		-Participate effectively in		completed and submitted	
		collaborative discussions		electronically	
		-Analyze multiple			
		adaptations of a text			
		-Delineate and evaluate			
		an argument in applicable			
		texts			
		-Write an argument essay			
		that clearly establishes a			
		claim and supports it			
		valid reasoning and			
		evidence			
		-Analyze and weaken a counterclaim			
		counterciaim			

Reading	Unit- The Great Depression and Of	Skills	Materials	Assessments	Timeline
Standards:	Mice and Men	-Cite strong & thorough	Of Mice and Men	Homework	April
R1, R2, R3, R4,	-Reading comprehension of fiction and	evidence to support	(supplemental)	Quizzes	
R5, R6, R7, R8	nonfiction (a novel, articles and a	analysis		Participation	
	speech)	-Make logical inferences	John Steinbeck biography	Unit Exam	
Writing	-Analysis of fiction and nonfiction	-Determine central ideas	video (optional)	Text Analysis Essay	
Standards:	-Close reading for connotation and	of a text and analyze their		*Text to be supplied by	
W2 a, b, c, d, e, f	denotation	development	Of Mice and Men movie	teacher	
	-Writing of a text-analysis response	-Analyze an author's use	(optional)		
Speaking and		of writing strategies (such		*This essay will be	
Listening		as setting, point of view,	Great Depression	completed and submitted	
Standards:		characterization,	historical articles	electronically.	
SL 1, 3, 4		foreshadowing,			
		symbolism, etc.)	FDR's Inaugural Address		
Language		-Determine the meaning			
Standards:		of words and analyze	Teacher-created materials		
L3, L4, L5, L6		their impact			
		-Participate effectively in			
		collaborative discussions			
		-Analyze multiple			
		adaptations of a text			
		-Write a text analysis			
		response			

Reading	Unit- Postmodernism and The Glass	Skills	Materials	Assessments	Timeline
Standards:	Castle	-Cite strong and thorough	The Glass Castle	Homework	May
R1, R2, R3, R4, R6	-Reading comprehension of fiction and	evidence to support	(supplemental)	Quizzes	
	nonfiction (a novel and articles)	analysis		Participation	
Speaking and	-Analysis of fiction and novel	-Make logical inferences	Teacher-created materials	Unit Exam	
Listening	-Close reading for connotation and	-Determine central ideas			
Standards:	denotation	of a text and analyze their			
SL 1		development			
		-Analyze an author's use			
Language		of writing strategies (such			
Standards:		as setting, flashback,			
L3, L4, L5, L6		structure,			
		characterization,			
		symbolism, etc.)			
		-Determine the meaning			
		of words and analyze			
		their impact			
		-Participate effectively in			
		collaborative discussions			

Reading	Unit- Poetry and Regents Review	Skills	Materials	Assessments	Timeline
Standards:	-Reading comprehension of fiction,	-Read, comprehend, and	Components of past CC	Classwork/Homework	June
R1, R2, R3, R4,	poetry, and nonfiction	analyze fiction, poetry,	ELA exams	Participation	
R5, R6		and nonfiction			
	-Analysis of fiction, poetry, and	-Determine the meaning	Teacher-created materials	CC English Regents (to be	
Language	nonfiction	of words and phrases as		used as the final exam)	
Standards:		they are used in a text			
L3, L4, L5	-Application of comprehension,	-Analyze the impact of			
	synthesis, analysis, and writing skills	authors' choices and			
		writing strategies			
		-Cite strong and thorough			
		evidence to support analysis			
		-Determine central ideas			
		in a text			
		-Make a claim and			
		support it with specific			
		and relevant evidence			



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