

	September				October				November				December				January				February				March				April				May				June																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42																																
September/Week 1 - September/Week 4																																																																										
<b>Unit 1: Building the Reading Life – The First 20 Days of the Workshop (PK-8 Reader/9-12 Literacy)</b>																																																																										
October/Week 5 - November/Week 10																																																																										
<b>Unit 2: The New World Shaping, Developing, and Supporting Meaning by Understanding Ourselves</b>																																																																										
November/Week 11 - December/Week 15																																																																										
<b>Unit 3: A New Nation Shaping, Developing, and Supporting Meaning by Understanding Others (Unit 2)</b>																																																																										
December/Week 16 - January/Week 20																																																																										
<b>Unit 4: American Romanticism Shaping, Developing, and Supporting Meaning by Understanding Our World (Unit 3)</b>																																																																										
January/Week 21 - March/Week 27																																																																										
<b>Unit 5: A Troubled Young Nation Analyzing and Using Varied Crafts and Structures</b>																																																																										
March/Week 28 - April/Week 34																																																																										
<b>Unit 6: Emerging Modernism Extending Ideas and Presenting Meaning</b>																																																																										
May/Week 36 - June/Week 42																																																																										
<b>Unit 7: Challenges and Successes of the Twentieth Century Connecting and Integrating Knowledge and Ideas (Unit 6)</b>																																																																										

<b>Duration: September/Week 1 - September/Week 4</b>	
<b>UNIT NAME: Unit 1: Building the Reading Life – The First 20 Days of the Workshop (PK-8 Reader/9-12 Literacy)</b>	
<b>Big Ideas/Essential Questions</b>	<b>Concepts/Skills</b>
<p>Big Ideas:</p> <ul style="list-style-type: none"> <li>- Being able to read determines your future</li> <li>- Practice makes permanent</li> <li>- Readers show respect for other readers by not interrupting the teacher and using whisper voices (inside voice, 6-inch voice)</li> <li>- Readers read from left to right and from top to bottom</li> <li>- Readers share with partners in a variety of ways</li> <li>- Readers share books with partners to grow their reading lives; sitting hip to hip with a book in the middle</li> <li>- Readers are thinkers</li> <li>- Reader's notebook is a powerful tool that can help organize your thinking</li> <li>- Determining central ideas and themes of a text deepens our understanding of the text</li> <li>- Readers can reread a book to find something they didn't notice or think about</li> </ul>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>- Questioning the text before, during and after reading</li> <li>- Relationships between illustrations and the story/text</li> <li>- Text types and structures</li> <li>- Character traits/attributes</li> <li>- Relationship or interaction of text elements</li> <li>- Central message, theme, lesson and moral in the text</li> <li>- Comparing and contrast text and specific aspects of text</li> <li>- Point of view of author, narrator and characters</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Asking and answering text-based question, with or without prompting explicitly</li> <li>- Analyze the relationships between illustrations and story/text to describe (K-1),</li> </ul>

<ul style="list-style-type: none"> <li>- Readers, like writers, make movies as we read</li> <li>- Readers respond to reading with writing (coding/annotation with stickies)</li> <li>- Readers are curious about words and try to always understand what words and phrases mean</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- What do I do when I do not understand what I read? (CCR.R.1)</li> <li>- What strategies do we use to understand what I read?</li> <li>- What does reading this text have to do with me? (CCR.R.2)</li> <li>- How do we determine central idea or theme of a text?</li> <li>- How do characters in a story respond to major events and challenges? (CCR.R.3)</li> <li>- What makes words powerful? (CCR.R.4)</li> <li>- What makes one book different from another? (CCR.R.5)</li> <li>- How does text structure shape meaning? Is it effective? Was the author effective?</li> <li>- How do efficient readers find and utilize text features? How would you evaluate or analyze its effectiveness?</li> <li>- What types of books do you tend to read?</li> <li>- Of the books you've read, which are your favorites?</li> <li>- What genres do you tend to shy away from?</li> <li>- How can you describe your reading volume and reading rate?</li> <li>- Which books have changed you some way? What about these books changed you? What was their message?</li> <li>- What are your reading strengths? Challenges?</li> </ul>	<p>Explain (2), Use information (3), Interpret information (4) synthesize to solve a problem (5)</p> <ul style="list-style-type: none"> <li>- Analyze similarities and differences of text types and structures to recognize (K), Explain (1), describe (2), refer to text parts (3), explain major differences (4-5)</li> <li>- Analyze characters to identify (K), describe elements (1), describe character interaction (2) describe motivation and contributions to text (3), describe depth of with explicit detail (4), compare and contrast two or more with explicit detail (5)</li> <li>- Evaluate text(s) for relationships or interactions between events, ideas, concepts, and individuals to describe (K-3), explain (4-5) using information from the text</li> <li>- Determine point of view in order to identify (K-1), acknowledge differences of (2), distinguish personal POV from characters (3), compare and contrast, describe narrators POV</li> </ul>
---	--

**Duration: October/Week 5 - November/Week 10**

**UNIT NAME: Unit 2: The New World Shaping, Developing, and Supporting Meaning by Understanding Ourselves**

<b>Big Ideas/Essential Questions</b>	<b>Concepts/Skills</b>
<p>Big Ideas:</p> <ul style="list-style-type: none"> <li>- Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- Why do people explore new worlds?</li> </ul>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>- Cross textual compare and contrast</li> <li>- How to deal with multiple messages across texts</li> <li>- Conventions of English</li> <li>- How to collaborate and converse with peers and propel the conversations with questions and responses</li> <li>- How to Write;</li> <li>Informative/explanatory texts</li> <li>Narrative texts</li> <li>Argumentative texts</li> <li>- How to determine the meaning of words and phrases as they are used in the text,</li> </ul>

	<p>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> <p>- How to 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.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Identify emerging themes in early American literature, such as a "new Eden," "salvation," and "cooperation and conflict."</li> <li>- Compare and contrast the experiences of America's earliest settlers, as conveyed through primary source documents and literature of the Colonial period.</li> <li>- Identify and explain elements of Puritan literature.</li> <li>- Explain "preaching" as a type of formal speech</li> <li>- Explain the role of religion in early American life.</li> </ul>
--	--

**Duration: November/Week 11 - December/Week 15**

**UNIT NAME: Unit 3: A New Nation Shaping, Developing, and Supporting Meaning by Understanding Others (Unit 2)**

<b>Big Ideas/Essential Questions</b>	<b>Concepts/Skills</b>
<p>Big Ideas:</p> <ul style="list-style-type: none"> <li>- Authors carefully utilize ideas, information, and language to express their perspectives effectively.</li> <li>- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- How do authors use language to convey ideas, thoughts, feelings, and images?</li> <li>- How does an author's point of view influence me as the reader?</li> <li>- Why is thoughtful organization and effective word choice essential in writing informative/explanatory text?</li> </ul>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>- How to determine an author's point of view or purpose in a text in which the rhetoric is particularly effective</li> <li>- How to deal with multiple messages across texts</li> <li>- How to analyze style and content contribute to the power, persuasiveness, or beauty of a text in which an author's rhetoric is particularly effective</li> <li>- How to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through                             <ul style="list-style-type: none"> <li>-effective selection of content</li> <li>- effective organization of content</li> <li>- effective analysis of content</li> <li>- appropriate and varied transitions and syntax to link the major sections of the text</li> <li>- create cohesion</li> <li>- clarify the relationships among ideas and concepts</li> </ul> </li> <li>- How to use precise language, domain-specific vocabulary, and techniques to manage the complexity of the topic</li> </ul>

- How to establish a formal style and objective tone while attending to the norms and conventions of the discipline in which the text is written
  - How to maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the text is written
  - How to initiate in a range of collaborative discussions
    - one-on-one
    - in groups
    - teacher-ledwith diverse partners on grades 11-12 topics, texts, and issues
  - How to participate in a range of collaborative discussions
    - one-on-one
    - in groups
    - teacher-ledwith diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
  - How to respond thoughtfully to diverse perspectives
  - How to synthesize comments, claims, and evidence made on all sides of an issue
  - How to resolve contradictions when possible
  - How to determine when additional information or research is required to deepen the investigation or complete the task
- Skills:
- Determine an author's point of view
  - Analyze style and content
  - Write informative/explanatory texts
  - Use precise language
  - Establish formal style and objective tone in written texts
  - Identify defining themes in American literature, such as "American exceptionalism."
  - Identify and explain the historic and literary significance of America's founding documents.
  - Analyze how tone is established in persuasive writing.
  - Analyze the use of literary elements in persuasive writing.
  - Compare and contrast points of view in arguments presented on related issues.
  - Analyze the qualities of an effective argument (i.e., examine the truthfulness and validity of the argument, as well as its rhetorical devices).
  - Apply knowledge of effective arguments when writing one of your own.

Duration: December/Week 16 - January/Week 20

UNIT NAME: Unit 4: American Romanticism Shaping, Developing, and Supporting Meaning by Understanding Our World (Unit 3)

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"><li>- We gain literary and cultural knowledge by reading extensively and meaning evolves from the experience.</li><li>- Being able to read determines your future.</li><li>- Collaborative discussions (one to one, in groups, teacher-led) divers partners help to build ideas and express opinions.</li><li>- Practice makes permanent. (Habits, reading independently and closely, widely, and deeply.</li></ul> <p>Essential Questions:</p> <ul style="list-style-type: none"><li>- When you hear the word “pilgrim,” what images and associations come to your mind?</li><li>- What stereotypes of the original Pilgrims (or Puritans) have Miller’s play upheld, so far?</li><li>- What has surprised you about Miller’s characterization of the Pilgrims, or Puritans?</li></ul>	<p>Concepts:</p> <ul style="list-style-type: none"><li>- How to deal with multiple messages across texts</li></ul> <p>Sterotypes</p> <ul style="list-style-type: none"><li>- How to cite strong and thorough textual evidence</li><li>- How to work with peers</li><li>- How to present information and findings</li><li>- How to develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li></ul> <p>- Argumentative writing</p> <ul style="list-style-type: none"><li>- How to 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></ul> <p>- Narrative writing</p> <p>Skills:</p> <ul style="list-style-type: none"><li>- Related to the study of The Crucible;</li><li>- Compare their knowledge about the Puritans to Miller’s characterization in their journals.</li><li>- Describe a character’s insights, developments and actions and critique that character’s behaviors using the Character Trading Card.</li><li>- Learn about the historical and cultural context of The Crucible as it relates to art and portraiture.</li><li>- Analyze several portraits of Puritans from seventeenth-century America in their journals.</li><li>- Create an original portrait of their character using the information gathered in their Trading Card assignment and their review of seventeenth-century portraits.</li><li>- Write a description and rationale of their portrait.</li><li>- Present their portrait to the class in during a gallery</li><li>- Define the major characteristics of American romanticism (e.g., use of symbols, myth, and the “fantastic”; veneration of nature; celebration of the “self”; and isolationism).</li><li>- Define transcendentalism as an aspect of - -American romanticism and explain how the two differ.</li><li>- Trace characterization techniques in American romantic novels.</li><li>- Analyze the structure and effectiveness of arguments in transcendentalist essays studied.</li></ul>

	<ul style="list-style-type: none"> <li>- Determine two or more themes or central idea</li> <li>- Cite strong and thorough textual evidence</li> <li>- Collaborate with peers</li> <li>- Write arguments</li> <li>- Write narratives</li> </ul>
--	--

**Duration: January/Week 21 - March/Week 27**

**UNIT NAME: Unit 5: A Troubled Young Nation Analyzing and Using Varied Crafts and Structures**

<b>Big Ideas/Essential Questions</b>	<b>Concepts/Skills</b>
<p>Big Ideas:</p> <ul style="list-style-type: none"> <li>- Assess how point of view or purpose shapes the content and style of a text</li> <li>- We gain literary and cultural knowledge by reading extensively and meaning evolves from the experience.</li> <li>- Being able to read determines your future.</li> <li>- Collaborative discussions (one to one, in groups, teacher-led) divers partners help to build ideas and express opinions.</li> <li>- Practice makes permanent. (Habits, reading independently and closely, widely, and deeply.</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- How does point of view and purpose shape the content and style of the text?</li> <li>- Who is telling the story?</li> <li>- How does our point of view shape our interpretation of the story?</li> <li>- How does the author’s culture or personal experience shape what he/she writes?</li> <li>- What can we learn from the author’s that we read? What do they want us to answer, explain or describe?</li> </ul>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>- How to deal with multiple messages in multiple texts</li> <li>- How to 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>- How to 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>- How to 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.</li> <li>- Critical analysis of text</li> <li>- How to 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> <li>- How to integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</li> <li>- Conventions of Standard English</li> <li>- Context clues and how to use them</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Determine and analyze the development of the theme or themes in American</li> </ul>

	<p>literature of the nineteenth century (e.g., freedom, the American dream, racism, regionalism, survival, “individual vs. society,” and “civilized society” vs. the wilderness).</p> <ul style="list-style-type: none"> <li>- Compare the treatment of related themes in different genres (e.g., The Adventures of Huckleberry Finn and Narrative of the Life of Frederick Douglass, an American Slave).</li> <li>- Explain how fictional characters in late nineteenth-century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to make the case.</li> </ul>
--	---

**Duration: March/Week 28 - April/Week 34**

**UNIT NAME: Unit 6: Emerging Modernism Extending Ideas and Presenting Meaning**

**Big Ideas/Essential Questions**

Big Ideas:

- Modern writers have a fervent desire to break with the past, rejecting literary traditions that seemed outmoded and diction that seemed too genteel to suit an era of technological breakthroughs and global violence.
- We gain literary and cultural knowledge by reading extensively and meaning evolves from the experience.
- Being able to read determines your future.
- Collaborative discussions (one to one, in groups, teacher-led) divers partners help to build ideas and express opinions.
- Practice makes permanent. (Habits, reading independently and closely, widely, and deeply.

Essential Questions:

- How did modernization result in isolation and disillusionment in the early American twentieth century?
- Why do author’s write about the same topic? -What makes them different/similar?
- Different genres
- Why does an author choose a specific genre to represent a specific topic?
- Describe the similarities/differences of similar topics in different genres?
- What is the argument/claim in the text?
- How can I determine the validity, credibility and or accuracy of evidence/claim?
- What makes information valid, accurate, and credible?
- How does and author support his/her ideas? (reason and evidence)

**Concepts/Skills**

Concepts:

- How to deal with multiple messages across texts
- How to cite evidence
- How to write arguments
- How to determine author’s point of view
- Critical Analysis of text

Skills:

- Define and explain the origins of the Harlem Renaissance.
- Explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors.
- Note the relationship between themes in early twentieth-century American literature and nineteenth-century American thought.
- Identify modernist ideas (using the informational texts).
- Analyze the relationship between modernist style and content.
- Examine evidence of the alienation of “modern man.”

**Duration: May/Week 36 - June/Week 42**

UNIT NAME: Unit 7: Challenges and Successes of the Twentieth Century Connecting and Integrating Knowledge and Ideas (Unit 6)	
Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> <li>- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</li> <li>- Assess how point of view or purpose shapes the content and style of a text</li> <li>- We gain literary and cultural knowledge by reading extensively and meaning evolves from the experience.</li> <li>- Being able to read determines your future.</li> <li>- Collaborative discussions (one to one, in groups, teacher-led) divers partners help to build ideas and express opinions.</li> <li>- Practice makes permanent. (Habits, reading independently and closely, widely, and deeply.</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- Does twentieth-century American literature represent a fulfillment of America’s promise, (as discussed in the previous unit)?</li> <li>- How would I support my conclusions?</li> <li>- What do I do when I don’t understand what I read?</li> <li>- What strategies do we use to understand what I read?</li> <li>- What makes words powerful? How do we make our words powerful?</li> <li>- Is vocabulary important? How do I develop my vocabulary?</li> <li>- How do specific word choices shape meaning and tone?</li> <li>- How does point of view and purpose shape the content and style of the text?</li> <li>- Who is telling the story?</li> <li>- How does our point of view shape our interpretation of the story?</li> <li>- How does the author’s culture or personal experience shape what he/she writes?</li> <li>- What can we learn from the author’s that we read? What do they want us to answer, explain or describe?</li> <li>- What is the argument/claim in the text?</li> <li>- How can I determine the validity, credibility and or accuracy of evidence/claim?</li> <li>- What makes information valid, accurate, and credible?</li> <li>- How does and author support his/her ideas? (reason and evidence)</li> </ul>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>- How to deal with multiple messages across texts</li> <li>- How to 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> <li>- How to analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme</li> <li>- How to determine the meaning of words and phrases</li> <li>- Argumentative writing</li> <li>- Informative/explanatory writing</li> <li>- How to 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> <li>- How to cite textual evidence</li> <li>- How to conduct research to answer a question, statement or solve problem</li> <li>- How to use digital media in presentations</li> <li>- Command of standard conventions of English</li> <li>- How to evaluate the speakers’s point of view</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Analyze the development of the short story in post–World War II America.</li> <li>- Trace the development of the Southern Gothic tradition in American literature.</li> <li>- Distinguish between the two distinct views within the African American literary tradition as represented by Richard Wright and Ralph Ellison.</li> <li>- Explore the nature of African American literature during the Civil Rights movement following World War II.</li> <li>- Recognize the emergence of dynamic views represented in literary texts by first- and second-generation Americans.</li> <li>- Explain how the Beat Generation challenged traditional forms and subjects in literature.</li> <li>- Identify multiple postmodernist approaches to critical analyses of literature.</li> <li>- Note the influence that postmodernism has had on the “common reader.”</li> </ul>