

# Cyberarts Studio Academy – ELA Grade 11

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Fall 2025 (9/4/25 - 1/26/26) - as of 10/15/25

## Unit 0 Title: Orientation, Syllabus, & Baseline Writing

Dates: Sept 4 – Sept 12

Standards: R2, R3, R4, R5, L4

Week / Dates	Essential Question / Objective	Learning Target	Teaching Point / Core Content	Vocabulary & Morphology Focus	Differentiation (Struggling / ENL / Advanced)	SEL Question	Resources / Materials	Assessment / Wrap-Up
Week 1 (Sept 4 – 6)	<p>EQ: How can we build a classroom community where everyone feels seen and ready to learn?</p> <p>Objective: Students will understand course expectations and complete a student survey to set personal goals.</p>	<ul style="list-style-type: none"> <li>I can describe expectations for success in English class.</li> <li>I can set one personal goal for my growth as a reader and writer.</li> </ul>	<p>Review syllabus, classroom norms, and grading policies; introduce Google Classroom and materials organization; complete student survey.</p>	<p>Tier 2 Words: expectation, community, engagement Morphology: Root commun = “shared”</p>	<p>Struggling: Provide visual syllabus and verbal walk-through.</p> <p>Just Below:</p> <ul style="list-style-type: none"> <li>-Partner reading of syllabus with guided annotation; color-coded highlighting of key expectations; students summarize key sections in one sentence to confirm understanding</li> <li>-Independent goal-setting paragraph using sentence starters; peer review focused on sentence clarity and structure.</li> </ul> <p>Introduce and use classroom terms (community,</p>	How are you feeling about starting a new school year?	<p>Syllabus handout, student survey form (Google Form or paper), projector slides. Student Survey Prompt: “Tell me about yourself as a reader, writer, and learner. What helps you stay engaged in class? What goals do you have for English this year?”</p>	<p>Exit ticket: one goal post-it on class goal board. Teacher reviews survey responses for patterns.</p>

					<p>expectation, engagement) through short “word-in-context” activities.</p> <p>Below:</p> <ul style="list-style-type: none"><li>-Simplified syllabus with visuals; pair reading with teacher support.</li><li>-Fill-in-the-blank goal reflection sheet; model baseline writing together.</li><li>-Simplified excerpt with visuals and highlighted key details.</li></ul> <p>Far Below:</p> <p>ENL: Translated survey options and sentence frames (“One goal I have is...”).</p> <p><b>Advanced:</b> Add reflective paragraph about past learning habits.</p> <p>-Audio or graphic novel version; images for key</p>			
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					settings and characters. -			
Week 2 (Sept 9 – 26)	EQ: How does writing help us communicate who we are and what we value? Objective: Students will produce a baseline writing sample that shows current skills in organization and evidence.	<ul style="list-style-type: none"> <li>I can plan and write a well-developed paragraph that expresses an idea clearly.</li> <li>I can use textual or personal evidence to support my thinking.</li> </ul>	Model ACE (Answer–Cite–Explain) paragraph structure; brainstorm ideas; draft baseline writing sample in class.	Tier 2 Words: clarity, structure, evidence Morphology: Prefix clar = “clear”	Struggling: Graphic organizer with sentence frames.  ENL: Vocabulary glossary with bilingual definitions.  <b>Advanced:</b> Two-paragraph response with a self-evaluation rubric.	EN: What did you learn about your own writing process today?	Baseline Writing Prompt: “1 Describe a personal experience that has shaped how you view success or 2 Write about a book, movie, or story that made you think differently about people or society.” Paper and digital submission options.	Collect writing samples for diagnostic rubric scoring (R2–R5 focus). Whole-class reflection: “Three things that make good writing.” Students share one takeaway in exit ticket.

Notes for Teachers:

- These two short weeks set classroom routines and provide first writing data.
- Continue Tier 2 vocabulary notebooks all year.
- Establish mood-meter SEL check-ins for consistency.

**Unit 1 Title: *The Great Gatsby* — Structure, Symbolism & Characterization**

**Dates: Sept 28 – Dec 2**

**Standards: R2, R3, R4, R5, L4**

Week / Dates	Essential Question / Objective	Learning Targets	Teaching Point / Core Content	Vocabulary & Morphology Focus	Differentiation (Struggling / ENL / Advanced)	SEL Question	Resources / Materials	Assessment / Wrap-Up
<b>Week of Sept 28</b>	EQ: How does an author’s choice of narrator shape the reader’s first impression of a	<ul style="list-style-type: none"> <li>I can identify key details that reveal the narrator’s perspective.</li> </ul>	Introduce novel background, Modernism, and 1920s context; read Ch. 1 aloud	supercilious, privy, contrast Morphology: prefix con- = 'together'	Struggling: Guided notes & audio recording. <b>Just Below:</b> <b>Reading Supports:</b>	How do first impressions affect your trust in	Novel Ch. 1, historical-context slides, annotation chart.	Exit ticket: Two sentences describing Nick’s tone + text evidence.

	<p>story? Objective: Students analyze Nick Carraway's tone and reliability.</p>	<ul style="list-style-type: none"> <li>I can explain how point of view influences tone.</li> </ul>	<p>/ annotate for tone &amp; characterization.</p>		<p>-Chunked reading with guided notes on tone -East/West Egg map <b>Writing Supports:</b> -ACE paragraph frames) -- Color-coded evidence chart <b>Vocabulary:</b> - Weekly Tier 2 word preview / Morphology; context clues chart for supercilious, privy, etc. <b>Assessment:</b> -Exit ticket using sentence stems <b>Below Grade Level</b> <b>-Reading Supports:</b> - Simplified text excerpts with visuals and highlighted key details <b>Writing Supports:</b> - Fill-in-the-blank frame for tone <b>Vocabulary Supports:</b> -symbol, tone, setting glossary reference sheet <b>Assessment:</b> -Oral comprehension check <b>Far Below:</b> <b>Reading Supports:</b> -storyboard of key events.visual symbols (green light, mansion, eyes) <b>Writing Supports:</b> Oral-to-written dictation with teacher support; sentence stems <b>Vocabulary:</b> -3 key words per week <b>AssessmentSupports</b> -Oral retell of key events/ short written response</p>	<p>someone?</p>		
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					ENL: Glossary with bilingual definitions.  <b>Advanced:</b> Mini-response comparing narrators from other texts.			
<b>Weeks of Oct 6 &amp; Oct 13</b>	EQ: What do the settings of East Egg and West Egg reveal about society and class?	<ul style="list-style-type: none"> <li>I can analyze how Fitzgerald's descriptive details develop setting and theme.</li> </ul>	Close reading of Ch. 2; study imagery and symbolism of the Valley of Ashes; introduce motifs of color and decay.	languid, sumptuous, analyze Morphology: suffix -ous = 'full of'	<p>Struggling: Visual map of settings.</p> <p><b>Just Below:</b></p> <p><b>Reading Supports:</b></p> <p>-Read full text in small groups; use a "see-think-wonder" chart for imagery; compare Fitzgerald's word choice in two setting descriptions.</p> <p><b>Writing Support:</b></p> <p>-Construct a paragraph analyzing imagery using a guided outline that gradually releases scaffolds.</p> <p>Vocabulary supports: Identify tone words and categorize them (positive, negative neutral)</p> <p><b>Below Grade Level</b></p> <p><b>Reading Supports:</b></p> <p>-Adapted summary</p> <p>-Teacher read-aloud with CFU checks</p> <p><b>Writing Supports:</b></p> <p>-Fill-in-the blank response paragraph</p> <p>Assessment Support: Oral or multiple-choice comprehension check</p> <p><b>Far Below:</b></p>	What do you notice about the difference between rich and poor communities?	Novel Ch. 2, visuals of 1920s NYC & Queensboro Bridge.	Short response using ACE: Explain how setting contributes to tone. (No School Oct 13 – Indigenous Peoples' Day.)

					<p><b>-Reading Supports:</b>          -Picture storyboard of Valley of Ashes; teacher.          -Teacher oral model of summary  <b>Writing Support:</b>          -Co-constructed 1-2 sentence caption for each scene  <b>Vocabulary Support:</b>          -3 key words from reading  <b>Assessment Support:</b>Oral explanation allowed</p> <p>ENL: Sentence frames for descriptive language.</p> <p><b>Advanced:</b> Paragraph connecting setting to theme of moral corruption.</p>			
<p><b>Weeks of Oct 20 &amp; Oct 27</b></p>	<p>EQ: How does structure build mystery around Gatsby's character?</p>	<ul style="list-style-type: none"> <li>I can explain how Fitzgerald uses sequence and flashback to develop character.</li> </ul>	<p>Read Ch. 3–4; analyze party scene and rumors; mini-lesson on flashback and foreshadowing; practice cause/effect analysis.</p>	<p>elusive, notorious, infer          Morphology: prefix in- = 'not'</p>	<p>Struggling: Storyboard party sequence.  <b>Just Below GradeLevel:</b>  <b>-Reading Supports:</b>          -Unabridged excerpts from Gatsby's party;          -Annotate evidence of characterization          -Discuss irony and rumor vs. reality in pairs  <b>Writing Supports:</b>          -Write a short comparison of how two characters are introduced: highlight direct and indirect traits in color.  <b>Vocab Supports:</b>          Create original sentences using elusive</p>	<p>How does gossip shape what we believe about others?</p>	<p>Novel Ch. 3–4, structure chart, cause/effect graphic organizer.</p>	<p>Paragraph: Explain how flashback adds to reader's understanding of Gatsby.           (No School: Oct 20 – Diwali.)</p>

					<p>and notorious and connect them to Gatsby's character.</p> <p><b>Assessment Supports:</b> Constructed response ("How does Fitzgerald use rumors to reveal character?") scored for reasoning and text evidence.</p> <p><b>Below Reading Level:</b></p> <p><b>Reading Supports:</b> -Simplified summary and visuals; small-group reading.</p> <p><b>Writing Supports:</b> Fill-in-chart linking event to character trait</p> <p><b>Assessment Support:</b> -Oral retell or illustrated response</p> <p><b>Far Below Reading Level:</b></p> <p><b>Writing Supports:</b> -Leveled reading with CFUs and pictures of party scenes</p> <p><b>Writing Supports:</b> Fill-in-chart linking event to character trait with visual aids to aid comprehension -key vocabulary</p> <p><b>Assessment Supports:</b> -Illustrated summary</p> <p>ENL: Visual timeline and bilingual captions.</p> <p><b>Advanced:</b> Compare structure to another narrative.</p>			
<b>Weeks of Nov 3 &amp; Nov 10</b>	EQ: How do symbolism and tone reflect	<ul style="list-style-type: none"> <li>I can interpret symbols to deepen my</li> </ul>	Read Ch. 5–6; focus on the green light and the reunion	incredulous, reverent, interpret Morphology:	Struggling: Symbol anchor chart with images. <b>Just Below Reading L</b>	What symbol best represents your own	Novel Ch. 5–6, tone analysis chart, audio read-aloud.	Short response: Explain how Fitzgerald uses tone to reveal

	<p>characters' inner conflicts?</p>	<p>understanding of theme.</p> <ul style="list-style-type: none"> <li>I can analyze changes in tone and diction.</li> </ul>	<p>scene; tone shifts between hope and illusion.</p>	<p>root cred = 'believe'</p>	<p><b>Reading Support:</b>          -Symbol Tracking chart; discuss the emotional impact of each in small groups  <b>Writing Support:</b> - constructed paragraph response analyzing tone using precise adjectives; self-edit with tone word bank.          Reading Supports:          -Chapter's key vocab (reverent, incredulous through short excerpts (students select tone word matching the scene)  <b>Assessment Supports:</b>          -2 questions quiz: Identify one symbol and explain its meaning with textual evidence  <b>Below Grade Level:</b>  <b>Writing Supports:</b>          -Simplified Scene Summary; teacher read-aloud  <b>Writing Supports:</b>          -Fill-in-the-blank organizer for symbol meanings (visual aids to aid comprehension)          Assessment Supports:          -CFUs          Simplified rubric  <b>Far Below:</b>  <b>Reading Supports:</b>          -Audio scene; visual storyboard  <b>Writing Supports:</b></p>	<p>hopes or goals?</p>		<p>character.  (No School: Nov 4 – Election Day)</p>
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					<p>Oral explanation: “Light means...”</p> <p>Vocabulary Supports: -key words with simplified definitions</p> <p><b>Assessment Supports:</b> -Oral retell with visual support</p> <p>ENL: Sentence frames for tone analysis.</p> <p><b>Advanced:</b> Mini-essay on symbolism as foreshadowing.</p>			
<b>Weeks of Nov 17 &amp; Nov 24</b>	EQ: What truths about society does Fitzgerald reveal through tragedy?	<ul style="list-style-type: none"> <li>• I can analyze how conflict and resolution develop a theme.</li> <li>• I can connect cause and effect across events.</li> </ul>	Read Ch. 7–9; study the climax and aftermath; trace symbols of the American Dream and illusion of success.	oblivion, holocaust, synthesize Morphology: suffix -ion = 'state or process'	<p>Struggling: Timeline of events with color-coded outcomes.</p> <p><b>Just Below Grade Lvl: Reading Supports:</b> -Visual timeline of events:climax/resolution; teacher think-aloud for cause/effect -Guided notes on key conflicts</p> <p><b>Writing Supports:</b> -Essay outline with labeled claim/evidence boxes.</p> <p><b>Vocabulary Supports:</b> -<i>Oblivion, holocaust, synthesize</i>; -ion = process.</p> <p><b>Assessment Supports</b> -Short constructed response using two quotes -short essay rubric (claim + text support)</p> <p><b>Below Reading Level: Reading Supports:</b></p>	What lesson can failure teach us about dreams and ambition?	Novel Ch. 7–9, symbolism handout, essay outline template.	Draft planning for literary analysis essay. (No School Nov 27–28 – Thanksgiving Recess.)

					<ul style="list-style-type: none"><li>-Simplified chapter summary</li><li>-Small -group reading</li><li><b>Writing Supports:</b></li><li>-Fill-in essay outline (intro, evidence, conclusion)</li><li>-teacher-guided reasoning.</li><li><b>Visual supports:</b></li><li>-Key vocabulary chart</li><li><b>Assessment Supports:</b></li><li>-Oral or written paragraph graded on theme understanding or written or oral summary; extended time</li><li><b>Far Below Grade Lvl:</b></li><li><b>Reading Supports:</b></li><li>-Illustrated summary;</li><li>- Illustrated storyboard of tragic ending; audio narration.</li><li>-teacher explains verbally.</li><li><b>Writing Supports:</b></li><li>-Oral dictation: "Gatsby dies; dream fails."</li><li>Or</li><li>-Oral discussion of "what happened" recorded by teacher.</li><li>-Oral or visual assessment.</li><li>-simplified rubric (understanding only)</li></ul> <p>ENL: Vocabulary review with sentence matching.</p>			
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					<b>Advanced:</b> Cross-text comparison with Modern poem on illusion.			
<b>Week of Dec 2</b>	EQ: How does Fitzgerald's structural choice shape the reader's understanding of class and identity?	<ul style="list-style-type: none"> <li>I can plan, draft, and revise a literary analysis essay using text evidence.</li> </ul>	Writing workshop: thesis development, text integration, peer review of drafts.	structure, perspective, revise Morphology: root spec = 'look'	<p>Struggling: Sentence frames for evidence integration.</p> <p><b>Just Below Grade Lvl:</b></p> <p><b>Reading Supports:</b></p> <ul style="list-style-type: none"> <li>-Annotated model essay read aloud; teacher models integration of quotes.</li> </ul> <p><b>Writing Supports:</b></p> <ul style="list-style-type: none"> <li>-Sentence frames for transitions; -color-coded essay checklist.</li> </ul> <p><b>Vocabulary Supports:</b></p> <ul style="list-style-type: none"> <li>-Academic terms (structure, revise, perspective).</li> </ul> <p><b>Assessment Supports:</b></p> <ul style="list-style-type: none"> <li>-Peer-review checklist; -simplified rubric for structure and clarity.</li> </ul> <p><b>Below Grade Level:</b></p> <p><b>Reading Supports:</b></p> <ul style="list-style-type: none"> <li>-Simplified model paragraph annotated together; peer-edit with guided checklist.</li> </ul> <p><b>Writing Supports:</b></p> <ul style="list-style-type: none"> <li>Fill-in essay template with labeled sections.</li> <li>Bilingual visuals for academic words.</li> <li>-Simplified definitions of academic words</li> </ul> <p><b>Assessment Supports:</b></p> <ul style="list-style-type: none"> <li>-Oral explanation of essay thesis accepted</li> <li>-rubric adapted</li> </ul>	How confident do you feel about your writing voice?	Writing rubric, peer-review protocol, essay checklist.	Culminating Literary Analysis Essay – “How does Fitzgerald’s structural use of perspective shape the reader’s understanding of class and identity?” Essays due Dec 2.

					<p><b>Far Below Grade Lvl:</b></p> <p><b>Reading Supports:</b>          -Read sample paragraph aloud; discuss each part visually.          -Model reading and marking essay aloud</p> <p><b>Writing Supports:</b>          Co-write sentences; teacher scribe (as needed)</p> <p><b>Assessment Supports:</b>          Oral conference graded for content understanding and participation</p> <p>.ENL: Bilingual checklist for editing.</p> <p><b>Advanced:</b> Add counter-argument or alternate interpretation.</p>			
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**Notes for Teachers:**

- Use Regents-style short-response prompts every two weeks to monitor R2–R5.
- Vocabulary quizzes bi-weekly; encourage morphology notebooks.
- Integrate short film clips or visual art for engagement during shorter holiday weeks.
- Dec 3–4 Mock Regents administration – aligned to all standards R1–R11 & L1–L6.

**Unit 2 Title: Regents Preparation**

**Dates: Dec 3 – Jan 16**

**Standards: R1–R11, L1–L6 (High-Leverage: R2, R3, R4, R5, L4)**

Week / Dates	Essential Question / Objective	Learning Target	Teaching Point / Core Content	Vocabulary & Morphology Focus	Differentiation (Struggling / ENL / Advanced)	SEL Question	Resources / Materials	Assessment / Wrap-Up
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<p><b>Week of Dec 3</b></p>	<p>EQ: How can practice with authentic exams help us identify strengths and gaps as readers and writers?</p> <p>Objective: Students complete a full-length Regents exam and reflect on test-taking strategies.</p>	<ul style="list-style-type: none"> <li>• I can apply reading and writing strategies under timed conditions.</li> <li>• I can identify which skills I need to strengthen.</li> </ul>	<p>Administer full Mock Regents (all standards).</p> <p>Model annotation of passages and pacing for writing.</p>	<p>infer, evaluate, synthesize</p> <p>Morphology: suffix -ize = 'to make'</p>	<p>Struggling: Small-group read-aloud accommodations.</p> <p><b>Just Below Grade L Reading Supports:</b></p> <ul style="list-style-type: none"> <li>-Guided pacing;</li> <li>Practice timed reading in manageable chunks</li> <li>-annotate for author's purpose -underline textual evidence</li> </ul> <p><b>Writing Supports:</b></p> <ul style="list-style-type: none"> <li>-highlight key terms - model annotation strategy.</li> <li>-Write short responses without templates; focus on linking evidence clearly.</li> </ul> <p><b>Vocabulary Supports:</b></p> <p>Mini-lesson on Tier 2 verbs (<i>analyze, develop, illustrate</i>); practice applying them in prompts.</p> <p><b>Assessment Supports:</b> Short-response scored with a rubric emphasizing depth and clarity over mechanics.</p> <p><b>Below Grade Lvl: Reading Supports:</b></p> <ul style="list-style-type: none"> <li>Teacher read-aloud;</li> <li>Small-group support</li> </ul> <p><b>Writing Supports:</b></p> <ul style="list-style-type: none"> <li>-Fill-in-short-response template</li> </ul> <p><b>Assessment Supports:</b></p> <ul style="list-style-type: none"> <li>-extended time</li> <li>-verbal answers</li> </ul>	<p>EN: How do you stay calm and focused during tests?</p>	<p>Mock Regents packet, answer sheet, reflection handout.</p>	<p>Completion of Mock Regents (Dec 3–4).</p> <p>Students annotate responses for self-reflection.</p>
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					<p><b>Far Below Gr. Level Reading Supports:</b> -Audio playback; one section per session.</p> <p><b>Writing Supports:</b> -Oral dictation with teacher scribe</p> <p><b>Assessment Supports:</b> -Verbal check for comprehension.</p> <p>ENL: Bilingual glossary of test terms.</p> <p><b>Advanced:</b> Independent strategy reflection chart.</p>			
<b>Week of Dec 9</b>	<p>EQ: What reading strategies help us comprehend complex informational texts?</p> <p>Objective: Students analyze Mock Regents data and practice close reading of nonfiction passages.</p>	<ul style="list-style-type: none"> <li>I can identify the central idea and supporting details in nonfiction texts.</li> <li>I can explain how structure influences meaning.</li> </ul>	<p>Reteach Part 1: comprehension, tone, and structure.</p> <p>Review R2–R5 using released passages.</p>	<p>assert, imply, convey</p> <p>Morphology: prefix con- = 'together'</p>	<p>Struggling: Guided practice with short paragraphs.</p> <p><b>Just Below Gr. Level: Reading Supports:</b> - Engage in text-dependent questioning; highlight evidence for central idea; summarize key points.</p> <p><b>Writing Supports:</b> -Write a 2–3 sentence central idea summary.</p> <p><b>Vocabulary Supports:</b> -Teach related verbs (<i>assert, imply, suggest</i>).</p> <p><b>Assessment Supports:</b> -One short-response paragraph scored for evidence and explanation.</p> <p><b>Below Gr. Level: Reading Supports:</b></p>	<p>What helps you understand difficult readings?</p>	<p>Released Regents passages, highlighting tools, answer keys.</p>	<p>Exit ticket: multiple-choice analysis and one short-response paragraph (R2–R4).</p>

					<p>- Simplified version; teacher think-aloud.</p> <p><b>Writing Supports:</b> Fill-in summary organizer.</p> <p><b>Vocabulary Supports:</b> -Using context clues practice</p> <p><b>Assessment Supports:</b> -Oral Q&amp;A graded for comprehension.  </p> <p><b>Far Below Gr. Level:</b></p> <p><b>Reading Supports:</b> -Audio read-aloud; visuals for ideas.</p> <p><b>Writing Supports:</b> -Oral summary with sentence stems</p> <p><b>Assessment Supports:</b> -Oral checks for understanding or picture sort.</p> <p>ENL: Sentence starters for central idea.</p> <p><b>Advanced:</b> Identify text's rhetorical strategies.</p>			
<b>Week of Dec 16</b>	EQ: How can we strengthen our evidence-based writing in short responses?	<ul style="list-style-type: none"> <li>I can write a concise paragraph that answers a text-based question using evidence and explanation.</li> </ul>	<p>Reteach Part 2: ACE paragraph structure (Answer–Cite–Explain).</p> <p>Model exemplar responses and peer review.</p>	justify, elaborate, interpret Morphology: suffix -tion = 'act or process'	<p>Struggling: Color-coded evidence charts.</p> <p><b>Just Below Gr. Level:</b></p> <p><b>Reading Supports:</b> -Analyze exemplar responses; highlight evidence and reasoning; discuss why they are effective.</p> <p><b>Writing Supports:</b></p>	How does feedback help improve your writing?	Regents rubric, exemplar paragraphs, peer-review checklist.	<p>Write one short response (10 pts).</p> <p>Peer review with rubric feedback.</p>

					<p>- Write complete short responses; revise for precision and clarity.</p> <p><b>Vocab Supports:</b> -Teach analytical verbs (<i>justify, interpret</i>); apply during revision.</p> <p><b>Assessment Supports:</b> -Simplified rubric focusing on content and evidence.</p> <p><b>Below Grade Level:</b></p> <p><b>Reading Supports:</b> -Highlight exemplar; teacher co-write model.</p> <p><b>Writing Supports:</b> -Fill-in short-response template</p> <p><b>Vocab Supports:</b> -Key vocabulary</p> <p><b>Assessment Supports:</b> -rubric</p> <p><b>Far Below Gr. Level:</b></p> <p><b>Reading Supports:</b> -Audio sample; teacher modeling.</p> <p><b>Writing Supports:</b> -Oral dictation of claim and evidence</p> <p><b>Assessment Supports:</b> -checklist -simplified rubric</p> <p>ENL: Provide frame "The author shows ___ by ___."</p> <p><b>Advanced:</b> Compare two model responses.</p>			
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No School – Winter Recess

<p><b>Week of Jan 6</b></p>	<p>EQ: What makes an argument convincing and logical?</p>	<ul style="list-style-type: none"> <li>• I can craft a strong claim supported by relevant evidence.</li> <li>• I can organize my ideas logically.</li> </ul>	<p>Teach Part 3: Argument Essay structure (introduction, claim, evidence, counterclaim).</p> <p>Analyze sample essays.</p>	<p>claim, counter, logical Morphology: root log = 'reason'</p>	<p>Struggling: Use sentence frames for argument structure. <b>Just Below Gr. Level:</b> <b>Reading Supports:</b> -Read and annotate model essay; identify counterclaims and supporting evidence. <b>Writing Supports:</b> -Draft argument essay with peer feedback; revise organization and logic. <b>Vocabulary Supports:</b> - Introduce reasoning terms (<i>valid, counter, credible</i>). <b>Assessment Supports:</b> -Evaluate draft for structure and reasoning. <b>Below Grade Level:</b> <b>Reading Supports:</b> -Simplified outline <b>Writing Supports:</b> -Fill-in graphic organizer <b>Assessment Supports</b> -Verbal or written feedback. <b>Far Below Gr. Level:</b> <b>Reading Supports:</b> -Audio version of model; visuals. <b>Writing Supports:</b> Oral brainstorming before dictation <b>Vocabulary Supports:</b> -Key Vocabulary: agree, reason, prove</p>	<p>How do you decide which opinions you agree or disagree with?</p>	<p>Argument essay graphic organizer, model essays, rubric.</p>	<p>Argument essay benchmark (Jan 9).  Students revise for clarity and structure.</p>
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					<p><b>Assessment Supports:</b> -Checklist -simplified rubric</p> <p>ENL: Provide bilingual outline organizer. <b>Advanced:</b> Add counterclaim rebuttal paragraph.</p>			
<b>Week of Jan 13</b>	EQ: How can reflection and goal-setting prepare us for academic success?	<ul style="list-style-type: none"> <li>• I can evaluate my growth as a reader and writer.</li> <li>• I can set realistic goals for improvement.</li> </ul>	Review reading and writing strategies across all tasks; self-assessment and reflection activities.	reflect, evaluate, revise Morphology: prefix re- = 'again'	<p>Struggling: Sentence starters for reflection writing. <b>Just Below Gr. Level:</b> <b>Reading Supports:</b> -Review goals aloud; annotate evidence of growth in past work. <b>Writing Supports:</b> -Write reflective paragraph using sentence frames ("One strength I improved was..."). <b>Vocabulary supports:</b> -Use <i>reflect</i>, <i>revise</i>, <i>evaluate</i> in self-assessment context. <b>Assessment Supports:</b> Reflection graded for completeness and depth. <b>Below Grade Level:</b> <b>Reading Support:</b> - Visual checklist of goals. <b>Writing Supports:</b> -Fill-in reflection sheet. <b>Assessment Supports</b></p>	What progress are you proud of this semester?	Self-assessment forms, learning portfolio folders.	<p>Reflection paragraph and updated goals for next term.</p> <p>(No School: Jan 19 – MLK Jr. Day.)</p>

					-sentence frames for oral reflection <b>Far Below Gr. Level:</b> <b>Reading Support:</b> -1:1 goal discussion. <b>Writing Supports:</b> -Dictated response. <b>Vocabulary supports:</b> -2–3 core words <b>Assessment Supports</b> <b>-sentence frames for written reflection</b>  ENL: Bilingual reflection form.  <b>Advanced:</b> Write metacognitive analysis of progress.			
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Notes for Teachers:

- Use Mock Regents data to form small groups for targeted skill instruction.
- Maintain vocabulary notebooks and morphology mini-lessons weekly.
- Provide sentence stems for short responses to scaffold structure.
- Allow students to track growth on standards R2–R5 and L4 visually.

**Unit 3 Title: *Their Eyes Were Watching God* — Voice, Identity, and Independence**

**Dates: Jan 28 – Mar 14, 2026**

**Standards: R2, R3, R4, R5, L4**

Week / Dates	Essential Question / Objective	Learning Target (“I can...”)	Teaching Point / Core Content	Vocabulary & Morphology Focus	Differentiation (Struggling / ENL / Advanced)	SEL Question	Resources / Materials	Assessment / Wrap-Up
<b>Week of Jan 28</b>	EQ: How does Hurston’s background and historical context shape the world of the novel? Objective: Students explore the Harlem	<ul style="list-style-type: none"> <li>• I can describe the historical and cultural influences on Hurston’s writing.</li> <li>• I can identify how dialect contributes to</li> </ul>	Introduce author, setting, and themes of independence and self-discovery; model dialect analysis using short excerpts.	horizon, dialect, convey Morphology: root dia- = ‘through’	Struggling: Provide historical context visuals and short summary of Harlem Renaissance. <b>Just Below Gr. Level:</b> <b>Reading Supports:</b> -Audio-supported reading	What parts of your identity do you show the world most often?	Novel intro materials, background slideshow, short video on Harlem Renaissance.	Exit ticket: One-sentence summary of how context shapes theme.

	<p>Renaissance and Hurston’s use of folklore and dialect to express cultural identity.</p>	<p>tone and authenticity.</p>			<p>-guided discussion on dialect          -visuals for setting.  <b>Writing Supports:</b>          -Sentence frames for theme (“Janie learns that...”).  <b>Vocabulary supports:</b>          -key vocabulary  <b>AssessmentSupports</b>          - Checklist          Short paragraph rubric (claim + text support).  <b>Below Grade Level: Reading Support:</b>          -Simplified chapters;          -teacher read-aloud;          -chapter summaries  <b>Writing Supports:</b>          Fill-in-the-blank essay planner as needed  <b>Vocabulary supports:</b>          -5 new words weekly.  <b>AssessmentSupports</b>          -Oral check-in          -modified essay rubric  <b>Far Below Gr. Level: Reading Support:</b>          Graphic novel or video summary; 1:1 guided reading.  <b>Writing Supports:</b>          -Fill-in the blanks sentence frames, - word banks  <b>Assessment Supports</b></p>			
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					<p>-Oral storytelling; completion-based rubric.</p> <p>ENL: Bilingual vocabulary chart.</p> <p><b>Advanced:</b> Research Hurston's connection to the Harlem Renaissance and share findings.</p>			
<b>Week of Feb 3</b>	EQ: How does Hurston use framing and point of view to tell Janie's story?	<ul style="list-style-type: none"> <li>I can analyze how narrative structure shapes meaning.</li> <li>I can explain how Janie's voice develops in early chapters.</li> </ul>	Read Ch. 1–2; discuss framing device of Janie telling her story to Pheoby; identify shifts in tone and perspective.	framing, horizon, interpret Morphology: suffix -ing = 'action of'	<p>Struggling: Guided questions during read-aloud.</p> <p><b>Just Below Gr. Level:</b> Reading Supports: -Guided chart tracking Janie's voice.: <b>Below Grade Level:</b> Reading Support: -Simplified summary with fill-in blanks. <b>Far Below Gr. Level:</b> <b>Reading Support:</b> -Read-aloud with sentence starters. -Audio of Ch. 1–2 with visuals. <b>Writing Supports:</b> -Paragraph frame <b>Vocabulary supports:</b> -Teach 4 new words <b>Assessment Supports</b> -Oral Check for understanding questions</p> <p>ENL: Side-by-side text translation for key passages.</p>	Who do you feel comfortable telling your story to? Why?	Novel Ch. 1–2, structure chart, character tracker.	Short written response: Explain how the framing impacts your understanding of Janie.



<p><b>Week of Feb 24</b></p>	<p>EQ: How do conflict and loss reveal Janie's transformation?</p>	<ul style="list-style-type: none"> <li>• I can explain how conflict drives character development.</li> <li>• I can analyze Hurston's syntax and diction for emotional impact.</li> </ul>	<p>Read Ch. 7–9; explore tone changes and Janie's growing independence after Joe's death; discuss symbolism of the horizon.</p>	<p>solace, revelation, structure Morphology: root sol- = 'comfort'</p>	<p>Struggling: Provide quote bank for character development. <b>Just Below Gr. Level:</b> <b>Reading Supports:</b> -Guided reading of key scenes; annotating Janie's choices and emotional changes; "Cause–Effect–Result" chart. <b>Writing Supports:</b> Sentence starters for reflection; quote bank for supports: <b>Assessment Supports:</b> -Exit ticket paragraph explaining how Janie changes after a key event. <b>Below Grade Level:</b> <b>Reading Supports:</b> -Simplified summary of conflict scenes; teacher think-aloud on character growth. <b>Writing Supports:</b> Fill-in-the-blank reflection frame. <b>Assessment Supports</b> -short written response graded for understanding. <b>Far Below Gr. Level:</b> <b>Reading Support:</b> -Audio narration or film clip of key conflict; visuals of Janie's emotions. <b>Writing Supports:</b></p>	<p>How do challenges help people grow ? j ?</p>	<p>Novel Ch. 7–9, tone analysis graphic organizer.</p>	<p>Journal response: Describe how Janie changes after facing loss.</p>
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					<p>-:Co-constructed sentences with teacher modeling.  -Vocabulary building  <b>Assessment Support</b>  -Oral retell or short written response graded for understanding.  <b>Far below:</b>  <b>Reading Supports:</b>  Audio narration or film clip of key conflict; visuals of Janie’s emotions.  <b>Writing Supports:</b>  Co-constructed sentence with teacher modeling  -Vocabulary Assessment (3-4 words: Oral discussion drawing Assessment Oasis Far Below Supports:</p> <p><b>Advanced:</b> Compare tone before and after Joe’s death.</p>			
<b>Weeks of Mar 3 &amp; Mar 10</b>	EQ: How do structure and symbolism reflect Janie’s journey toward freedom?	<ul style="list-style-type: none"> <li>I can analyze Hurston’s use of structure and setting to communicate theme.</li> <li>I can interpret how love and independence are connected in Janie’s life.</li> </ul>	<p>Read Ch. 10–20; trace recurring symbols (horizon, pear tree, hurricane).</p> <p>Discuss Hurston’s ending and narrative resolution.</p>	independence, revelation, convey Morphology: prefix re- = 'again'	<p>Struggling: Provide guided reading questions and symbol tracker.  <b>Just Below Gr. Level:</b>  <b>Reading Supports:</b>  -Track symbolism (pear tree, horizon, storm) using a chart; group discussions on theme.  <b>Writing Supports:</b>  -Guided essay outline with labeled</p>	What does independence mean to you?	Novel Ch. 10–20, symbol chart, discussion questions.	Draft planning for literary analysis essay.

					<p>parts (intro, body, conclusion) - peer edit checklist.</p> <p><b>Vocabulary supports:</b> -Analyze Tier 2 words (<i>independence, revelation, convey</i>) in context.</p> <p><b>Assessment Supports:</b> -Short theme analysis essay graded for organization and evidence.</p> <p><b>Below Grade Level: Reading Support:</b> -Simplified text excerpts highlighting symbols; - small-group reading</p> <p><b>Writing Supports:</b> -essay outline; - color-coded evidence organizer</p> <p><b>Far Below Gr. Level: Reading Support:</b> -.Audio support and visuals of symbolic scenes -teacher summaries -Conference in for feedback</p> <p>ENL: Visuals for major symbols.</p> <p><b>Advanced:</b> Analyze how Hurston's structure parallels Janie's emotional journey.</p>			
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<p><b>Week of Mar 14</b></p>	<p>EQ: How can writing help us express understanding of identity and change?</p>	<ul style="list-style-type: none"> <li>I can write an evidence-based literary analysis using clear structure and relevant text evidence.</li> </ul>	<p>Writing workshop: plan, draft, and revise essay on Hurston's use of language and structure to show Janie's growth.</p>	<p>structure, perspective, revise Morphology: root spec = 'look'</p>	<p>Struggling: Sentence frames for essay structure. <b>Just Below Gr. Level:</b> <b>Reading Supports:</b> -Annotate sample essay; identify thesis, evidence, and commentary. <b>Writing Supports:</b> Revise essay using checklist for clarity and flow -peer feedback.: <b>Below Grade Level:</b> <b>Reading Support:</b> -Simplified model paragraph -Teacher guides each section of revision. <b>Writing Supports:</b> -Color-coded checklist for transitions and clarity. <b>Assessment Support</b> -Checklist -Rubric <b>Far Below Gr. Level:</b> <b>Reading Support:</b> -Sample paragraphs read aloud; <b>Assessment Supports</b></p> <p>ENL: Peer editing checklist in English and Spanish/Chinese.</p> <p><b>Advanced:</b> Include counter-interpretation or comparative analysis within essay.</p>	<p>How does writing help you understand yourself better?</p>	<p>Essay outline, rubric, peer review forms.</p>	<p>Culminating Essay: "How does Hurston's use of structure and language convey Janie's journey toward self-realization?" Essays due end of week.</p>
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Notes for Teachers:

- Continue vocabulary and morphology notebooks.
- Scaffold literary analysis writing with ACE paragraph model.
- Use audio version of novel for ENL accessibility.
- Integrate brief journal reflections after key chapters.
- Encourage SEL connections between independence and voice.

**Unit 4 Title: Research & Argument — Inquiry, Evidence, and Voice**

**Dates: Mar 17 – May 2, 2026**

**Standards: W1, W2, W4, W5, W8, R1–R6, L1–L6 (High-Leverage: R2, R3, R4, R5, L4)**

Week / Dates	Essential Question / Objective	Learning Target	Teaching Point / Core Content	Vocabulary & Morphology Focus	Differentiation (Struggling / ENL / Advanced)	SEL Question	Resources / Materials	Assessment / Wrap-Up
<b>Week of Mar 17</b>	EQ: What makes an argument convincing? Objective: Students explore the structure of argumentative writing and develop a research question.	<ul style="list-style-type: none"> <li>• I can explain what makes an argument effective.</li> <li>• I can craft a focused research question.</li> </ul>	Introduce argument components (claim, evidence, reasoning, counterclaim). Model strong vs. weak arguments.	claim, evidence, credible Morphology: root cred = 'believe'	<p>Struggling: Guided research-question stems.</p> <p><b>Just Below Gr. L:</b> <b>Reading Supports:</b> -Mentor text analysis; highlight claim, evidence, and reasoning. <b>Writing Supports:</b> Sentence Frames <b>Vocabulary supports:</b> -Word bank: <i>claim, evidence, reasoning, credible.</i> <b>Assessment Supports:</b> Exit slip: Identify the author's claim in a short text. <b>Below Grade Level:</b> <b>Reading Support:</b> - Teacher models identifying claim</p>	What's a topic you care about deeply?	Mentor texts (op-eds), graphic organizers, research-question worksheet.	Exit ticket: Draft one research question.

					<p>and reasons; paired discussion.</p> <p><b>Writing Supports:</b> Sentence Frame for research question</p> <p><b>Vocabulary supports:</b> -Visual glossary of argument terms.</p> <p><b>Far Below Gr. Level:</b> <b>-Reading Support:</b> Read-aloud of short article; discuss what author is trying to prove.</p> <p><b>Assessment Supports:</b> -Checks for understanding.</p> <p>ENL: Sentence frames for claims.</p> <p><b>Advanced:</b> Evaluate a published op-ed for structure.</p>			
<b>Week of Mar 24</b>	EQ: How do writers find and use credible evidence to support their ideas?	<ul style="list-style-type: none"> <li>• I can identify credible sources.</li> <li>• I can summarize and paraphrase information effectively.</li> </ul>	Mini-lessons on identifying credible sources (databases, .gov/.edu), paraphrasing vs. plagiarisms, and MLA citation.	paraphrase, citation, reliable Morphology: suffix -able = 'capable of'	<p>Struggling: Provide annotated sample sources.</p> <p><b>Just Below Gr. Level:</b> <b>Reading Supports:</b> -Evaluate websites for reliability using checklist; color-code facts vs. opinions.</p> <p><b>Writing Supports:</b></p>	How do you decide which information to trust?	Research guidebook, sample citations, Cornell note templates.	Annotated bibliography with two credible sources.

					<p>-Cornell notes for 1–2 sources</p> <p><b>Vocabulary supports:</b></p> <p>-Teach <i>citation, paraphrase, credible</i> with examples.</p> <p><b>Assessment Supports:</b></p> <p>-Annotated bibliography graded for completion</p> <p><b>Below Grade Level:</b></p> <p><b>Reading Support:</b></p> <p>-Pre-selected sources read aloud; identify main idea of each</p> <p><b>Writing Supports:</b></p> <p>-Fill-in-the-blank note chart</p> <p><b>Far Below Gr. Level:</b></p> <p><b>Reading Support:</b></p> <p>-Simplified source excerpt; teacher models identifying facts.</p> <p><b>Writing Supports:</b></p> <p>-Co-constructed note chart with visuals.</p> <p><b>Vocabulary supports:</b></p> <p>-Key words</p> <p>ENL: Glossary of research terms.</p> <p><b>Advanced:</b></p> <p>Compare two</p>			
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					sources for bias and credibility.			
<b>Week of Mar 31</b>	EQ: How do writers organize and present arguments logically?	<ul style="list-style-type: none"> <li>I can organize ideas into an effective outline.</li> <li>I can write clear claims and counterclaims.</li> </ul>	Teach outline structure (intro–body–counterclaim–conclusion). Students create outlines using evidence from research.	assert, counterclaim, organize Morphology: prefix counter- = 'opposite'	<p>Struggling: Outline template and labeled sample.</p> <p><b>Just Below Gr. Level:</b></p> <p><b>Reading Supports:</b> -Read model outline; discuss organization.</p> <p><b>Writing Supports:</b> -Write scaffolded outline (intro, claim, counter, conclusion)</p> <p><b>Vocabulary supports:</b> -Word bank: <i>assert, counterclaim, organize.</i></p> <p><b>Assessment Supports:</b> -Outline graded on completeness.</p> <p><b>Below Grade Level:</b></p> <p><b>Reading Support:</b> -Simplified outline example; teacher support.</p> <p><b>Writing Supports:</b> -Fill-in outline template.</p> <p><b>Vocabulary supports:</b></p> <p><b>Far Below Gr. Lvl Reading Support:</b> -Visual chart of argument parts; teacher modeling.</p> <p><b>Writing Supports:</b> -Scaffolded outline</p>	How do you respond when someone disagrees with you?	Outline templates, sentence starters, model essay excerpts.	Submit detailed essay outline with evidence plan.

					ENL: Bilingual outline organizer.  <b>Advanced:</b> Add rhetorical devices for impact.			
<b>Week of Apr 7</b>	EQ: How can writers integrate evidence smoothly and maintain their own voice?	<ul style="list-style-type: none"> <li>I can embed quotations and transitions correctly.</li> <li>I can maintain a formal tone.</li> </ul>	Mini-lessons on quoting, paraphrasing, and transitions; peer review for coherence and flow.	integrate, transition, cohesion Morphology: prefix co- = 'together'	<p>Struggling: Color-code transitions in sample text. <b>Just Below Gr. Level:</b> <b>Reading Supports:</b> -Annotate model paragraph; highlight transitions. <b>Writing Supports:</b> Practice embedding quotes using color-coding. <b>Vocabulary supports:</b> <i>Integrate, transition, cohesion</i> word map <b>Assessment Supports:</b> -Paragraph graded for evidence use. <b>Below Grade Lvl: Reading Support:</b> -Read sample paragraph aloud; identify signal phrases. <b>Writing Supports:</b> -Fill-in-the-blank for introducing quotes. <b>Vocabulary supports:</b> -Visual cue cards for transitions.</p>	How do you express your opinions respectfully?	Writing samples, transition anchor chart, revision checklists.	Draft two body paragraphs integrating evidence.

					<p><b>Assessment Supports</b> -Oral explanation accepted as partial credit.</p> <p><b>Far Below Gr. Lvl:</b> <b>Reading Support:</b> -Audio example of paragraph; teacher models quote use</p> <p><b>Writing Supports:</b> -paragraph frame, word banks</p> <p><b>Vocabulary supports:</b> -3–4 core words</p> <p><b>Assessment Supports:</b> -Oral reading graded for understanding.</p> <p>ENL: Transitional phrase bank.</p> <p><b>Advanced:</b> Experiment with rhetorical variety in transitions.</p>			
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**Apr 14–18**  
No School – Spring Recess

<b>Week of Apr 21</b>	EQ: How do writers strengthen their arguments through revision and feedback?	<ul style="list-style-type: none"> <li>I can revise my writing to improve organization and clarity.</li> <li>I can edit for grammar and conventions.</li> </ul>	Writing workshop: peer review and teacher conferences. Mini-lessons on syntax, punctuation, and cohesion.	revise, coherence, clarity Morphology: prefix re- = 'again'	Struggling: Editing checklist with grammar cues. <b>Just Below Gr. Level:</b> <b>Reading Supports</b> -Review model revisions; identify changes that improve clarity. <b>Writing Supports:</b>	How do you feel when someone gives you feedback?	Peer-review sheets, revision logs, grammar mini-lessons.	Revised essay draft submitted for teacher feedback.
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					<p>-Revise drafts using peer checklist</p> <p><b>Vocabulary supports:</b></p> <p>-Word list: <i>revise, clarity, coherence.</i></p> <p><b>Assessment Supports:</b></p> <p>-Revised draft graded for organization.</p> <p><b>Below Grade Level: Reading Support:</b></p> <p>--Simplified sample before/after paragraph; group feedback.</p> <p><b>Writing Supports:</b></p> <p>-Guided revision using teacher checklist.</p> <p><b>Assessment Supports</b></p> <p>-Oral conference as completion</p> <p><b>Far Below Gr. Lvl: Reading Support:</b></p> <p>-</p> <p>-Teacher models revision aloud.</p> <p><b>Writing Supports:</b></p> <p>-Co-edit paragraph with teacher.</p> <p><b>Assessment Supports:</b></p> <p>Oral feedback or verbal explanation accepted</p>			
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					ENL: Dual-language peer-edit protocol.  <b>Advanced:</b> Self-edit using rubric reflection.			
<b>Week of Apr 28</b>	EQ: How can sharing our ideas inspire others?	<ul style="list-style-type: none"> <li>I can present my research findings clearly and confidently.</li> <li>I can use visuals and voice effectively.</li> </ul>	Presentation skills mini-lesson (eye contact, pacing, tone). Students finalize essays and deliver short oral presentations (2–3 min each).	synthesize, articulate, present Morphology: suffix -ate = 'to make or do'	<p>Struggling: Provide visual cue cards.</p> <p><b>Just Below Gr. Level:</b></p> <p><b>Reading Supports:</b> -Review key notes for presentation.</p> <p><b>Writing Supports:</b> -Create cue cards and brief outline.</p> <p><b>Vocabulary supports:</b> -Synthesize, articulate, present</p> <p><b>Assessment Supports:</b> -Oral presentation graded for clarity and confidence.</p> <p><b>Below Grade Level:</b></p> <p><b>Reading Supports:</b> -Use short script with teacher modeling.</p> <p><b>Writing Supports:</b> -Fill-in template for speech</p> <p><b>Vocabulary supports:</b> -Visual/bilingual glossary of presentation terms.</p> <p><b>Assessment Supports</b> Visual/bilingual glossary of</p>	How does it feel to share something you've worked hard on?	Rubric, presentation checklist, student reflection sheet.	Culminating Task: Research-Based Argument Essay and mini-presentation of key findings.

					<p>presentation terms.</p> <p><b>Far Below Gr. Level:</b></p> <p><b>Reading Support:</b></p> <p>-Rehearse with visuals and verbal prompting.</p> <p><b>Writing Supports</b></p> <p>Teacher helps scribe key lines.</p> <p>Assessment Supports:</p> <p>-Participation in small-group presentation graded.</p> <p>ENL: Option to record presentation.</p> <p><b>Advanced:</b> Add multimedia (slides or visuals).</p>			
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Notes for Teachers:

- Emphasize MLA format and proper citation early in the unit.
- Encourage students to select topics they are genuinely passionate about.
- Use conferencing to monitor topic selection and writing progress.
- Integrate digital literacy mini-lessons (evaluating online sources).
- Optional extension: publish essays on a class Padlet or newsletter.

**Unit 5 Title: Thematic Short Fiction & Regents Review — Connecting Voice, Perspective, and Purpose**

**Dates: May 5 – June 19, 2026**

**Standards: R1–R11, W1–W6, L1–L6 (High-Leverage: R2, R3, R4, R5, L4)**

Week / Dates	Essential Question / Objective	Learning Target	Teaching Point / Core Content	Vocabulary & Morphology Focus	Differentiation (Struggling / ENL / Advanced)	SEL Question	Resources / Materials	Assessment / Wrap-Up
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<p><b>Week of May 5</b></p>	<p>EQ: How does an author's voice reflect personal and cultural identity? Objective: Students analyze tone, perspective, and setting in Baldwin's "Sonny's Blues" and Walker's "Everyday Use."</p>	<ul style="list-style-type: none"> <li>• I can identify how author's purpose and tone convey identity.</li> <li>• I can analyze how structure influences theme.</li> </ul>	<p>Introduce short fiction unit; model close reading and annotation; compare perspectives of Baldwin and Walker.</p>	<p>perspective, tone, identity Morphology: root spec = 'look'</p>	<p>Struggling: Guided annotation prompts. <b>Just Below Gr. Lvl Reading Supports:</b> -Guided reading of Baldwin/Walker excerpts; annotate tone and theme. <b>Writing Supports:</b> -Write short response comparing tone. <b>Vocabulary supports:</b> -Tier 2 words (<i>perspective, tone, identity</i>). <b>Below Grade Lvl: Reading Supports:</b> -Simplified excerpts and guided questions <b>Writing Supports:</b> -Fill-in-the-blank tone comparison. Vocabulary supports: <b>Assessment Supports:</b> -Oral summary accepted <b>Far Below Gr. Level: Reading Support:</b> -Audio version; teacher-led discussion. <b>Writing Supports:</b> -Oral dictation: "The author feels ___ because ___." <b>Vocabulary supports:</b>  <b>Assessment Supports</b>  ENL: Side-by-side vocabulary translation.  <b>Advanced:</b> Mini-response comparing narrative perspectives.</p>	<p>How does your background shape your voice?</p>	<p>Short fiction texts, annotation guide, author background slides.</p>	<p>Exit ticket: One paragraph explaining how each author uses tone to express identity.</p>
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<p><b>Week of May 12</b></p>	<p>EQ: How do authors use symbolism and imagery to communicate theme?</p>	<ul style="list-style-type: none"> <li>• I can interpret symbols and figurative language to explain theme.</li> <li>• I can connect imagery to mood and tone.</li> </ul>	<p>Read Cisneros' "Eleven" and Lahiri's "Interpreter of Maladies." Identify recurring symbols and discuss author's style.</p>	<p>symbolism, motif, interpret Morphology: suffix -ism = 'belief in'</p>	<p>Struggling: Visual anchor chart of recurring symbols. <b>Just Below Gr. Level:</b> -Color-code recurring symbols; discuss meanings Reading Supports: <b>Writing Supports:</b> Write ACE paragraph on one symbol's meaning. <b>Vocabulary supports:</b> Symbolism, motif, interpret <b>Assessment Supports:</b> -Short quiz matching symbol to meaning. <b>Below Grade Level:</b> <b>Reading Support:</b> -Simplified passages and visual symbols. <b>Writing Supports:</b> -Fill-in frame: "The symbol shows ___ because ___." Vocabulary supports: -<b>Symbolism, motif, interpret.</b> <b>Assessment Supports</b> <b>Far Below Gr. Level:</b> <b>Reading Support:</b> -Visual slides of symbols; teacher explains meaning. <b>Writing Supports:</b> -Oral sentence with teacher help. <b>Assessment Supports:</b> -Oral retell.</p> <p>ENL: Sentence frames for theme ("The author shows ___ through ___").</p>	<p>What small details hold big meaning in your life?</p>	<p>Short fiction texts, symbolism organizer, theme analysis worksheet.</p>	<p>Written response: Explain how one author uses imagery to reveal theme.</p>
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					Advanced: Mini-essay comparing symbolism in two stories.			
<b>Week of May 19</b>	EQ: How can comparing two texts deepen our understanding of theme?	<ul style="list-style-type: none"> <li>I can synthesize ideas from two texts to identify a shared message.</li> <li>I can analyze how authors use different techniques to express similar ideas.</li> </ul>	Compare themes of communication and identity in any two stories read; model comparative structure for literary analysis.	synthesize, contrast, convey Morphology: prefix syn- = 'together'	<p>Struggling: Venn diagram scaffold.</p> <p><b>Just Below Gr. Level:</b></p> <p><b>Reading Supports:</b></p> <ul style="list-style-type: none"> <li>-Use Venn diagram to compare authors' themes.</li> </ul> <p><b>Writing Supports:</b></p> <ul style="list-style-type: none"> <li>-Comparative paragraph using ACE structure.</li> </ul> <p><b>Vocabulary supports:</b></p> <ul style="list-style-type: none"> <li>-Synthesize, contrast, convey</li> </ul> <p><b>Assessment Supports:</b></p> <ul style="list-style-type: none"> <li>-Draft thesis paragraph graded.</li> </ul> <p><b>Below Grade Level:</b></p> <p><b>Reading Support:</b></p> <ul style="list-style-type: none"> <li>-Simplified paired texts and teacher modeling.</li> </ul> <p><b>Writing Supports:</b></p> <ul style="list-style-type: none"> <li>-Fill-in comparative char</li> </ul> <p><b>Assessment Supports</b></p> <ul style="list-style-type: none"> <li>-Oral or short written response.</li> </ul> <p><b>Far Below Gr. Level:</b></p> <p><b>Reading Support:</b></p> <ul style="list-style-type: none"> <li>-Audio versions and image summaries</li> </ul> <p><b>Writing Supports:</b></p> <ul style="list-style-type: none"> <li>-Dictate 2–3 comparative statements.</li> </ul> <p><b>Vocabulary supports:</b></p> <ul style="list-style-type: none"> <li>-3–4 core words</li> </ul> <p><b>Assessment Supports</b></p> <p><b>Oral comparison check.</b></p>	What's one lesson two people in your life have taught you differently?	Two selected short stories, comparative essay outline template.	Draft comparative essay introduction and thesis statement.

					ENL: Bilingual comparison sentence starters.  <b>Advanced:</b> Write a thesis-driven comparative outline.			
<b>Week of May 26</b>	EQ: How can readers analyze texts under timed conditions? Regents Part 1 & 2 Focus: Reading Comprehension & Short Response	<ul style="list-style-type: none"> <li>I can apply close reading strategies to answer text-based questions.</li> <li>I can write concise short responses using evidence.</li> </ul>	Practice Regents Part 1 & 2: multiple-choice reading comprehension and ACE short response. Model annotation under time constraints.	infer, context, concise Morphology: prefix con- = 'with/together'	<p>Struggling: Provide extended time and guided annotation. <b>Just Below Gr. Level:</b> <b>Reading Supports:</b> -Guided annotation of Regents passages; model strategies aloud. <b>Writing Supports:</b> -Scaffolded short-response template with color-coding Vocabulary supports: -Infer, context, concise <b>Assessment Supports:</b> Timed practice with feedback. <b>Below Grade Level:</b> <b>Reading Support:</b> -Simplified Regents passages; teacher think-aloud. <b>Writing Supports:</b> -Fill-in ACE frames. <b>Assessment Supports</b> -Extended time and oral support. <b>Far Below Gr. Level:</b> <b>Reading Support:</b> Regents text; teacher-led discussion <b>*Small group instruction</b> <b>-One-on-one as needed</b></p>	What helps you stay calm under pressure?	Released Regents passages, highlighters, timer, short-response rubric.	Timed short-response writing (graded for R2–R4).

					<p>ENL: Word banks for comprehension.</p> <p><b>Advanced:</b> Analyze distractor logic in multiple-choice questions.</p>			
<b>Week of June 2</b>	<p>EQ: How can I write a literary analysis essay that demonstrates my understanding of author's craft? Regents Part 3 Focus: Literary Analysis Essay</p>	<ul style="list-style-type: none"> <li>• I can plan and write a literary analysis using two texts.</li> <li>• I can integrate evidence and transitions smoothly.</li> </ul>	<p>Full Part 3 practice: timed comparative literary analysis essay. Review strong openings, textual integration, and cohesion.</p>	<p>analyze, integrate, coherence Morphology: root co- = 'together'</p>	<p>Struggling: Sentence frames for text integration. <b>Just Below Gr. Level:</b> Reading Supports: Guided annotation of Regents passages; model strategies aloud. <b>Writing Supports:</b> -Scaffolded short-response template with color-coding <b>Vocabulary supports:</b> -simplified definitions: Infer, context, concise <b>Assessment Supports:</b> Timed practice with feedback. <b>Below Grade Level:</b> Reading Support: -Scaffolded graphic organizer <b>Writing Supports:</b> -outlines Graphic organizers Assessment Supports -Extended time and oral support <b>Far Below Gr. Level:</b> <b>Reading Support:</b> -Visual summary of skills learned <b>Writing Supports:</b></p>	<p>How do you know when your writing feels "finished"?</p>	<p>Practice Regents exam materials, essay rubric, peer feedback sheet.</p>	<p>Full timed essay scored on Regents rubric (Part 3).</p>

					<p>-Guided annotation of Regents passages; model strategies aloud.</p> <p>ENL: Bilingual rubric breakdown.</p> <p><b>Advanced:</b> Incorporate counter-interpretation in analysis.</p>			
<b>Week of June 9</b>	EQ: How can I strengthen my skills through focused review? Regents Review by Standard	<ul style="list-style-type: none"> <li>I can identify which standards I've mastered and which I need to improve.</li> <li>I can apply strategies for reading and vocabulary in new contexts.</li> </ul>	Reteach R2–R5, L4 using short passages. Vocabulary and morphology review. Regents question dissection practice.	evaluate, context, structure Morphology: suffix -ure = 'act, process, result'	<p>Struggling: Targeted small-group reteach by question type.</p> <p><b>Just Below Gr. Level:</b></p> <p><b>Reading Supports:</b></p> <p>-Guided annotation of Regents passages; model strategies aloud</p> <p>-Scaffolded short-response template with color-coding</p> <p><b>-Writing Supports:</b></p> <p>-Scaffolded short-response template with color-coding.</p> <p>Assessment Supports:</p> <p><b>Below Grade Level:</b></p> <p><b>Reading Support:</b></p> <p><b>-teacher think-aloud.</b></p> <p><b>Writing Supports:</b></p> <p>Vocabulary supports:</p> <p>Assessment Supports</p> <p>Far Below Gr. Level:</p> <p>Reading Support:</p> <p>Writing Supports:</p> <p>Vocabulary supports:</p> <p>Assessment Supports</p> <p>ENL: Glossary of key academic verbs.</p>	What's one skill you've improved the most this year?	Regents review packets, question stems chart, vocabulary quiz.	Regents review quiz and self-assessment reflection.

					<b>Advanced:</b> Analyze question stems for nuance.			
<b>Week of June 16</b>	EQ: How does reflection help us recognize our growth as readers and writers?	<ul style="list-style-type: none"> <li>• I can evaluate my progress and set goals for the future.</li> <li>• I can articulate how literature has influenced my thinking.</li> </ul>	Year-end reflection: students complete portfolio presentation and discuss growth in key standards.	reflect, evaluate, articulate Morphology: prefix re- = 'again'	<p>Struggling: Provide reflection sentence starters.</p> <p><b>Just Below Gr. Level:</b></p> <p><b>Reading Supports:</b> -Short review passages; small-group reteach of key skills.:</p> <p><b>Assessment Supports</b> Far Below Gr. Level: -Small group instruction</p> <p>-One-on-one support</p> <p>ENL: Bilingual reflection guide.</p> <p><b>Advanced:</b> Connect growth reflections to Regents standards.</p>	What are you proudest of this year?	Student portfolios, presentation checklist, reflection prompts.	Portfolio presentations and written reflection. (Classes end June 19.)

Notes for Teachers:

- Alternate between classic and contemporary short fiction for engagement and range.
- Conduct weekly “Timed Writing Friday” to sustain exam readiness.
- Incorporate morphology and Tier 2 review in Regents prep.
- Maintain SEL focus on resilience, identity, and pride in growth.
- Final Regents exam typically mid-June (ELA).