

**English Language Institute, University of Delaware  
General Reading Writing V Timeline**

Texts: *Understanding and Using English Grammar* by Betty Azar

*Q: Skills for Success Reading and Writing 5 2nd edition* by Nigel A. Caplan and Scott Roy Douglas

Week	Reading (Odd) <i>Q: Skills for Success Reading and Writing 5, 2nd ed.</i>	Reading (Even) <i>Q: Skills for Success Reading and Writing 5, 2nd ed.</i>	Grammar <i>Understanding and Using English Grammar</i>	Writing <i>Handouts /worksheets Q: Skills for Success Reading and Writing 5</i>
1	<p>Diagnostics: Timed Reading Plus</p> <p>Unit 1 R1, 2 *Review functions of Verb Tenses <b>Future Perfect, Progressive</b> (Comprehension Only)</p> <p>Review Reading Strategies</p> <p>Distinguish main ideas from details, pg. 13-15</p>	<p>Diagnostics: Timed Reading Plus</p> <p>Unit 2 R1, 2 *Review functions of Verb Tenses <b>Future Perfect, Progressive</b> (Comprehension Only)</p> <p>Review Reading Strategies</p> <p>Distinguish main ideas from details, pg. 13-15</p>	<p>Diagnostics: Grammar (Diagnose from essay)</p> <p>*Review functions of Verb Tenses- <b>Future Perfect, Progressive</b> (Comprehension Only) *Review of Punctuation and sentence patterns *Real &amp; <b>Unreal</b> conditionals</p> <p>Adjective Clauses: <b>place, time, quantities, nouns followed by of which/of whom, modify whole sentences phrases, punctuations</b></p>	<p>Diagnostics: Expository essay (descriptive/narrative)</p> <p>*Review functions of Verb Tenses *Review of Punctuation and sentence patterns (Handout) *Real &amp; <b>Unreal</b> conditionals</p> <p>Paragraph Essentials Format Guidelines (handout) Introduce <b>Summary</b> Step-by step (worksheet)</p> <p>Q: Paraphrasing, pg. 180-184 Q: Summarizing, pg. 213-218</p>

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2	<p>Unit 3: R1 *Review functions of Verb Tenses *Review of Punctuation and sentence patterns</p>	<p>Unit 4: R1 *Review functions of Verb Tenses *Review of Punctuation and sentence patterns</p>	<p>Cont' Adjective Clauses  <i>Grammar Assessment 1:</i> Adjective Clauses  Review Modal Verbs: Azar Ch 9</p>	<p>Q: Using the dictionary (making appropriate word choices), pg. 211-212  <i>Outside Writing Project: Summary</i> <i>In-Class Writing Assignment: Summary</i></p>
3	<p>Vocabulary <i>Assessment 1</i> Q:Unit 1 R1,2; Unit 3 R1  <i>Reading Assessment 1</i> Q: Unit 1 R1,2  Unit 3: R2 *Review functions of Verb Tenses  Identifying contrasting ideas, pg.44-45  Latin and Greek Roots, pg. 83-84</p>	<p>Vocabulary <i>Assessment 1</i> Q: Unit 2 R1,2; Unit 4 R1  <i>Reading Assessment 1</i> Q: Unit 2 R1,2  Unit 4: R2 *Review functions of Verb Tenses  Identifying contrasting ideas, pg. 44-45  Latin and Greek Roots, pg. 83-84</p>	<p>Cont' Review Modal Verbs: Azar Ch 9</p>	<p>Introduce <b>Cause or Effect</b> *Review functions of Verb Tenses *Review of Punctuation and sentence patterns  <i>Step by step (PPT)</i> <i>Outside Writing Project: Cause or Effect</i> <i>In-Class Writing Assignment: Cause or Effect</i></p>
4	<p>Unit 5 R1,2 *Review functions of Verb Tenses  Making Inferences, pg. 104-105  Prefixes, pg. 114-116  <i>Timed Reading 1</i></p>	<p>Unit 6 R1, 2 *Review functions of Verb Tenses  Q: Making Inferences, pg. 104-105  Q: Prefixes, pg. 114-116  <i>Timed Reading 1</i></p>	<p>Modal Verbs: <b>Azar Ch 10</b>  <i>Grammar Assessment 2:</i> Modal Verbs  <b>Passive Voice: Azar Ch 11</b></p>	<p>Introduce <b>Argumentative Essay:</b> *Review functions of Verb Tenses *Review of Punctuation and sentence patterns  Q:Using evidence to support an argument, pg. 75-76  Multi-Draft /Step by step (worksheet)</p>

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				Peer Review
5	<p>Vocabulary <u>Assessment 2</u> Q: Unit 3 R2; Unit 5 R1,2</p> <p>Reading <u>Assessment 2</u> Q: Unit 5 R1,2</p> <p>Following Ideas pg. 129-131 Suffixes, pg. 178-179</p>	<p>Vocabulary <u>Assessment 2</u> Q: Unit 4 R2; Unit 6 R1, 2</p> <p>Reading <u>Assessment 2</u> Q: Unit 6 R1, 2</p> <p>Following Ideas pg. 129-131 Suffixes, pg. 178-179</p>	<p>Cont' Passive Voice</p>	<p>Outside Writing Project: Argumentative Essay Peer Review</p> <p><i>*Review functions of Verb Tenses</i> <i>*Review of Punctuation and sentence patterns</i></p>
6	<p>Q: Unit 7 R1, 2 <i>*Review functions of Verb Tenses</i> <i>*Review of Punctuation and sentence patterns</i></p> <p>Identifying author's intent pg. 201-202</p> <p><i>Timed Reading 2</i></p>	<p>Q: Unit 8 R1, 2 <i>*Review functions of Verb Tenses</i> <i>*Review of Punctuation and sentence patterns</i></p> <p>Identifying author's intent pg. 201-202</p> <p><i>Timed Reading 2</i></p>	<p><u>Grammar Assessment 3:</u> Passive Voice</p> <p>Gerunds &amp; Infinitives: Azar Ch 14</p> <p>Using Gerunds as the objects of prepositions</p> <p>Common Verbs Followed by Gerunds/Infinitives</p> <p><b>Meaning changes when the verbs: forget, remember, regret, try</b></p>	<p><u>In-Class Writing Assignment:</u> Argumentative Essay</p>
7	<p>Supplemental Reading (SP) <b>Figurative language (PPT)</b> <i>*Review functions of Verb Tenses</i></p> <p>Adjective/verb + preposition collocations, pg. 244-246</p> <p>Vocabulary <u>Assessment 3</u> Q: Unit 7 R1,2 +(SP)</p>	<p>Supplemental Reading (SP) <b>Figurative language (PPT)</b> <i>*Review functions of Verb Tenses</i></p> <p>Adjective/verb + preposition collocations, pg. 244-246</p> <p>Vocabulary <u>Assessment 3</u> Q: Unit 8 R1, 2+ (SP)</p>	<p>Gerunds &amp; Infinitives: Azar Chapter 15</p> <p><b>Verbs which are followed by indirect objects and infinitives</b> <b>Adjectives commonly followed by infinitives</b> <b>Base forms vs. Infinitives after certain verbs:</b> <b>Perception, Causatives, Let, Help</b></p>	<p><u>In-Class Writing Assignment:</u> Argumentative Essay <i>*Review functions of Verb Tenses</i> <i>*Review of Punctuation and sentence patterns</i></p>

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	Reading <u>Assessment 3</u> Q: Unit 7 R1, 2	Reading <u>Assessment 3</u> Q: Unit 8 R1, 2	<b>*Possessive Adjectives modifying gerunds</b>  <i>Grammar Assessment 4:</i> Gerunds and Infinitives	
8	<i>Reading Final</i>	<i>Reading Final</i>	Review Grammar Final  <i>Grammar Final</i>	<i>Writing Final</i>

**Notes:**

\*: May be introduced or reviewed in Reading /& Writing Context.  
 Should be reinforced throughout the session  
 Minimum of *three assessments* are required for each skill area.

**Bold:** Introduced at this level