**College Reading & Writing I**

**Unit 1: Growing Up**

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| Unit name/number:  **Unit 1: Growing Up** | | | Instructional Days:  Quarter 1 |
| Essential question(s):  ***How do our life experiences shape who we are and how we mature?*** | | | |
| Unit Summary:  In this unit, students will explore various metacognitive reading strategies to improve comprehension, using a variety of complex, short non-fiction texts and Ishmael Beah’s *A Long Way Gone*. Students will also practice narrative and descriptive writing techniques through several short, focused, on-demand writing tasks, culminating with a personal narrative. | | | |
| Standards addressed (focus standards) – use numbers to identify  RL9-10.1-7  RL9-10.9-10  RI9-10.1-6  RI9-10.8-9  W9-10.1  W9-10.3  W9-10.4-6  W9-10.9  W9-10.10  SL9-10.2-4  SL9-10.6 | | | |
| Student objectives/skills (what will students be able to do at the end of the unit?):   * Read and analyze non-fiction narrative and descriptive texts * Employ close reading skills: annotating, questioning, summarizing, activating prior knowledge, etc. * Answer text based questions, focusing on key ideas and details, craft and structure, and integration of knowledge and ideas while providing specific evidence from their reading in a variety of formats (seminars, written responses, etc.) * Unlock the meaning of unknown words using various vocabulary strategies * Practice distinct narrative and descriptive writing techniques—chronology, flashback, point of view—through various modes such as journals, focus correction areas, on-demand prompts, etc. * Plan, write, revise and edit a personal narrative | | | |
| Learning progressions:  Before unit | During unit | After unit | |
| Academic vocabulary (Tier two):  *A Long Way Gone* Vocabulary List | | | |
| Domain specific vocabulary (Tier three):  Narration  Chronological order  Flashback  Memoir  Objective/Subjective description  Point of view | | | |
| Texts – literary, literary non-fiction, informational, film or other non-written texts:  **ANCHOR TEXTS**   * ***A Long Way Gone*** * **Essays from *Common Threads***   SUPPLEMENTARY TEXTS:  TEXT ACCESS POINTS:   * *Common Threads* Interactive ebook | | | |
| Learning Plan:    Days 1-2: Reading Skills  Days 3-4: Writing Skills: In-Class Short Narrative and Descriptive Writing  Days 5-6: Extended Text Pre/Post-Reading Activities   1. Instructional strategies/activities    1. Reading: comprehension quizzes, character charts, graphic organizers, note-taking, active reading, summary and analysis, denotation and connotation, inferences and vocabulary in context (CSSD)    2. Writing: plot graph, modeling/ anchor activities, descriptive language, outlining, Yes Test formatting, sandwiching text, transitions    3. Speaking and Listening: note-taking, Socratic Seminar 2. Core shifts   Research: group research assignment, PowerPoint presentation  Compare/Contrast: song lyrics  Reading for Meaning: guided reading chart, guided reading questions, note-taking guides, active reading, preview questions  Vocabulary CODE: fist lists, power decoding, concept maps, use it or lose, metaphor and similes, 3-way tie, use it or lose it, 3’s a crowd  Write to Learn: pre-writing activities, warm-up writing, Focus Correction Areas, preview questions, stop and write, reflective response, exit tickets, annotations  Circle of Knowledge: group discussions, group projects/presentations, shared inquiry questions, parking lots, chalk talk  Inductive Learning: research assignments, Focus Correction Area writing, vocabulary strategies   1. Differentiation for struggling learners: Flexible grouping, mentor texts, topic choice, guided summaries 2. Differentiation for extension: Choosing a more sophisticated argument for *The Crucible* Argumentative Essay 3. Common misperceptions:  * Students may not perceive the value of myth as a form with literary merit. | | | |
| Suggested interim assessments (benchmarks)   1. Baseline Assessment 2. Focus Correction Area Writings 3. Comprehension Quizzes for Selected Readings: multiple choice and on-demand writing responses 4. Personal Narrative Writing Process | | | |
| End of Unit Common Task:   1. Personal Narrative: experience that changed your outlook on life or yourself 2. *A Long Way Gone* Socratic Seminar 3. Quarterly Assessment | | | |