**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 identifyRL9-10.1-7RL9-10.9-10RI9-10.1-6RI9-10.8-9W9-10.1W9-10.3W9-10.4-6W9-10.9W9-10.10SL9-10.2-4SL9-10.6 |
| 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
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| Learning progressions:Before unit | During unit | After unit |
| Academic vocabulary (Tier two):*A Long Way Gone* Vocabulary List |
| Domain specific vocabulary (Tier three):NarrationChronological orderFlashbackMemoirObjective/Subjective descriptionPoint 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
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| Learning Plan: Days 1-2: Reading SkillsDays 3-4: Writing Skills: In-Class Short Narrative and Descriptive Writing Days 5-6: Extended Text Pre/Post-Reading Activities1. 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 presentationCompare/Contrast: song lyricsReading for Meaning: guided reading chart, guided reading questions, note-taking guides, active reading, preview questionsVocabulary 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 crowdWrite to Learn: pre-writing activities, warm-up writing, Focus Correction Areas, preview questions, stop and write, reflective response, exit tickets, annotationsCircle of Knowledge: group discussions, group projects/presentations, shared inquiry questions, parking lots, chalk talkInductive Learning: research assignments, Focus Correction Area writing, vocabulary strategies1. 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.
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| 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
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| 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
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