**College Reading & Writing I**

**Unit 2: Popular Culture**

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| Unit name/number:  **Unit 2: Popular Culture** | | | Instructional Days:  Quarter 2 |
| Essential question(s):  ***How does our culture and society promote or discourage individuality?*** | | | |
| Unit Summary:  In this unit, students will continue to apply various metacognitive reading strategies to improve comprehension, using a variety of complex, short non-fiction texts and *The Perks of Being a Wallflower*. Students will practice using examples, division, and classification in their writing through several short, focused, on-demand tasks, culminating in an informational report. | | | |
| Standards addressed (focus standards) – use numbers to identify  RL9-10.1-7  RL9-10.9-10  RI9-10.1-6  RI9-10.9  W9-10.2  W9-10.4-6  W9-10.9  W9-10.10  SL9-10.1-6 | | | |
| Student objectives/skills (what will students be able to do at the end of the unit?):   * Read and analyze a literary and short non-fiction texts * Employ close reading skills: annotating, questioning, summarizing, activating prior knowledge, predicting, connecting, reflecting, 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 significant words using various vocabulary strategies * Practice distinct informational report writing techniques—creating controlling ideas, organizing information, researching, integrating and citing evidence—through various modes such as journals, focus correction areas, on-demand prompts, etc. * Research, plan, write, revise and edit an informational report | | | |
| Learning progressions:  Before unit | During unit | After unit | |
| Academic vocabulary (Tier two):  *The Perks of Being a Wallflower* Vocabulary List | | | |
| Domain specific vocabulary (Tier three):  Generalization  Principle of Analysis  Division  Complex and Binary Classification | | | |
| Texts – literary, literary non-fiction, informational, film or other non-written texts:  **ANCHOR TEXTS**   * ***The Perks of Being a Wallflower*** * **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 Informational 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. Focus Correction Area Writings 2. Comprehension Quizzes for Selected Readings: multiple choice and on-demand writing responses 3. Informational Report Writing Process | | | |
| End of Unit Common Task:   1. Informational Report 2. *The Perks of Being a Wallflower* Socratic Seminar 3. Quarterly Assessment | | | |