**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 identifyRL9-10.1-7RL9-10.9-10RI9-10.1-6RI9-10.9W9-10.2W9-10.4-6W9-10.9W9-10.10SL9-10.1-6 |
| 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
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| 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 AnalysisDivisionComplex 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
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| Learning Plan:Days 1-2: Reading SkillsDays 3-4: Writing Skills: In-Class Short Informational 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. Focus Correction Area Writings
2. Comprehension Quizzes for Selected Readings: multiple choice and on-demand writing responses
3. Informational Report Writing Process
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| End of Unit Common Task:1. Informational Report
2. *The Perks of Being a Wallflower* Socratic Seminar
3. Quarterly Assessment
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