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| **Essential Questions:** Why do children, who start questioning almost as soon as they learn to talk ask far fewer questions when they get to school?  What do good readers and writers do?  Where does the author’s viewpoint begin and imposing one’s views and experience begin or take over?  How are reading and writing linked? | | |
| **Possible Readings**:  *Me Talk Pretty* by David Sedaris  *Good Readers and Good Writers* by Vladimir Nabokov  *One Writer’s Beginnings* by Eudora Welty  *How Teachers Make Children Hate Reading* by John Holt  *Superman and Me* by Sherman Alexie  *Clamorous to Learn* by Eudora Welty  *Success is Counted Sweetest* by Emily Dickinson  *Learning to Read and Write* by Malcolm X  *All Books are Coloring Books* by Peter Stephens  *Vernon Can Read* by Vernon Jordan  *How to Mark a Book* by Mortimer Adler  *Politics and the English Language* by George Orwell  *Advice to Youth* by Mark Twain  *How to Tame a Wild Tongue* by Gloria Anzaldua  *Mother Tongue* by Amy Tan  *The Author to Her Book –* Anne Bradstreet  *Hidden Intellectualism* by Gerald Graff | **Writing:**  -Students will be expected to write informal responses to the texts as directed. These informal writings will include thoughts, connections to own experience, questions about the text, words, images, phrases or details that make an impression, along with identification of the author’s purpose, audience, and tone.  -Reading Autobiographies  -Synthesis Essay in which students identify key issues associated with reading and literacy and examine their implications for education and society.  -AP practice exam: Essay #1 / Essay #3 | **Research:**  -Literacy Rates  -Survey friends and family members about learning to read  -ways to increase critical reading skills and power |
| **Assessments:** In-class discussions, practice NMSI reading passages, Essay prompt 1, Essay Prompt 3, reading autobiography, synthesis essay | | |

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| **Unit Goals:**  -Analyze and interpret purposeful writing, identifying and explaining an author’s use of rhetorical strategies.  -Write for a variety of purposes.  -Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.  -Gain control over various reading and writing processes, synthesis of sources, drafting, revising/rereading, editing, and review. |

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| **Monday** | | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 8/8  Intro letter – inference about my teaching style  Poem - *Success is Counted Sweetest* by Emily Dickinson  Introduce term annotation  Create a metaphor for success  HW: “All Books are Coloring Books” | | 8/9  Review of Annotation/Model HW: Stephens  Model fishbowl discussion with Emily Dickinson poem  Fishbowl discussion of Summer Reading  Cornell Notes Due  HW: How to Mark a Book by Mortimer Adler | 8/10  Overview of Course Syllabus  Discuss How to Mark a Book by Mortimer Adler  Introduce AP rubric and student samples  Scoring Camp  What are strong essays?  Self-Scoring of Essay  HW: Rewrite essay | 8/11  Essential Questions  Read to class *Oh, I Wished I could Read*  *The Author to Her Book –* Ann Bradstreet (TPCASTT)  Increasing your reading power – Barron’s pp. 5-13  Questioning the text  HW: *Me Talk Pretty* | 8/12  Review Questioning the text *Me Talk Pretty*  Generate a list of what good readers do with a text  Brainstorm / review how students learned to read  Put Binders together  HW: Good Readers & Writers  Essay by Vladimir Nabokov |
| 8/15  Good Readers & Writers  Essay by Vladimir Nabokov  Introduce “Says Does How” Strategy | 8/16  What makes a good test taker?  Review components of the AP exam and MC test-taking strategies  NMSI Close Reading Exercise / MC ?s | | 8/17-8/18  Introduce the synthesis essay  NMSI scaffolded synthesis packet  Write the synthesis essay in class  Scoring Camp / Self Reflection  HW: *How Teachers Make Children Hate Reading* by John Holt | | 8/19  *How Teachers Make Children Hate Reading* by John Holt  Word Sort  Annotation  Evidence for/against  HW: *Vernon Can Read* |
| 8/22  What makes reading easy? Difficult?  Cloze reading passage  Read *It’s a Book* to class  Ideal Bookshelf and paragraph  Introduce Reading Autobiography assignment | 8/23  Small Group Discussion – *Vernon Can Read*  What experiences do students need in order to become good readers?  Design Group Survey on how people learned to read  HW: *Superman & Me* | | 8/24  10 Questions with Sherman Alexie  TP-CAST – Pawn Shop & Reservation Blues  Small Group Discussion – Superman and me  Review Annotation for Style – Superman and Me | 8/25  Reader’s Repertoire (Writing America)  Visual Arguments  Writer’s Workshop/Writer’s Conferences on Reading Autobiographies | 8/26  **Reading Autobiographies due!**  Introduce concept of a Double Entry Journal  Model with a small piece of text  Students will read one for HW: Malcolm X, Frederick Douglass, Clamorous to Learn |
| 8/29  Small group discussion: What is literacy? Small group synthesis of three readings. Present arguments  HW: George Orwell | 8/30  *Politics and the English Language* by George Orwell  Close reading strategies and annotation – what argument is he making?  HW: *Hidden Intellectualism by Gerald Graff* | | 8/31  *Hidden Intellectualism by Gerald Graff*  Review vocabulary  Fishbowl discussion  How is literacy tied to success? | 9/1  Introduce Synthesis essay and Rubric  Writer’s Workshop / Scoring Camp for synthesis essay  Review and rate sample evidence  Planning Guide for evidence | 9/2  Writer’s Workshop:  Synthesis Essay - identify key issues associated with reading and literacy and examine their implications for education and society.  Continue planning – draft of essay due Tues |
| 9/5  Labor Day – No School | 9/6  Draft of essay due!  Review student sample essay  Introduce Binder Checklist | | 9/7  Review rubric for synthesis essay  Writer’s Workshop  Synthesis Essay – Literacy Rates | 9/8  Writer’s Workshop  Synthesis Essay – Literacy Rates | 9/9  Workshop  Synthesis Essay – Literacy Rates  **Synthesis Essay Due!**  **Binders Due!** |