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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** |
| 8/8Intro letter – inference about my teaching stylePoem - *Success is Counted Sweetest* by Emily DickinsonIntroduce term annotationCreate a metaphor for successHW: “All Books are Coloring Books” | 8/9Review of Annotation/Model HW: StephensModel fishbowl discussion with Emily Dickinson poemFishbowl discussion of Summer ReadingCornell Notes DueHW: How to Mark a Book by Mortimer Adler  | 8/10Overview of Course SyllabusDiscuss How to Mark a Book by Mortimer AdlerIntroduce AP rubric and student samplesScoring CampWhat are strong essays?Self-Scoring of EssayHW: Rewrite essay | 8/11Essential QuestionsRead to class *Oh, I Wished I could Read**The Author to Her Book –* Ann Bradstreet (TPCASTT)Increasing your reading power – Barron’s pp. 5-13Questioning the textHW: *Me Talk Pretty* | 8/12Review Questioning the text *Me Talk Pretty*Generate a list of what good readers do with a textBrainstorm / review how students learned to readPut Binders togetherHW: Good Readers & WritersEssay by Vladimir Nabokov |
| 8/15 Good Readers & WritersEssay by Vladimir NabokovIntroduce “Says Does How” Strategy | 8/16What makes a good test taker?Review components of the AP exam and MC test-taking strategiesNMSI Close Reading Exercise / MC ?s | 8/17-8/18Introduce the synthesis essayNMSI scaffolded synthesis packetWrite the synthesis essay in classScoring Camp / Self ReflectionHW: *How Teachers Make Children Hate Reading* by John Holt |  8/19*How Teachers Make Children Hate Reading* by John HoltWord SortAnnotationEvidence for/againstHW: *Vernon Can Read* |
| 8/22 What makes reading easy? Difficult?Cloze reading passageRead *It’s a Book* to classIdeal Bookshelf and paragraphIntroduce Reading Autobiography assignment | 8/23Small Group Discussion – *Vernon Can Read*What experiences do students need in order to become good readers?Design Group Survey on how people learned to readHW: *Superman & Me* | 8/2410 Questions with Sherman AlexieTP-CAST – Pawn Shop & Reservation Blues Small Group Discussion – Superman and meReview Annotation for Style – Superman and Me | 8/25Reader’s Repertoire (Writing America)Visual ArgumentsWriter’s Workshop/Writer’s Conferences on Reading Autobiographies | 8/26**Reading Autobiographies due!**Introduce concept of a Double Entry JournalModel with a small piece of textStudents will read one for HW: Malcolm X, Frederick Douglass, Clamorous to Learn |
| 8/29Small group discussion: What is literacy? Small group synthesis of three readings. Present argumentsHW: George Orwell | 8/30*Politics and the English Language* by George OrwellClose reading strategies and annotation – what argument is he making?HW: *Hidden Intellectualism by Gerald Graff* | 8/31*Hidden Intellectualism by Gerald Graff*Review vocabularyFishbowl discussionHow is literacy tied to success?  | 9/1Introduce Synthesis essay and RubricWriter’s Workshop / Scoring Camp for synthesis essayReview and rate sample evidencePlanning Guide for evidence | 9/2Writer’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 |
| 9/5Labor Day – No School | 9/6Draft of essay due!Review student sample essayIntroduce Binder Checklist | 9/7Review rubric for synthesis essayWriter’s WorkshopSynthesis Essay – Literacy Rates | 9/8Writer’s WorkshopSynthesis Essay – Literacy Rates | 9/9WorkshopSynthesis Essay – Literacy Rates**Synthesis Essay Due!****Binders Due!** |