**Coursebooks:**

***1. Pathways: Reading, Writing & Critical Thinking, Book 2***

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***ISBN 978-1-337-40777-9***

***2. Who Was I? (student choice, teacher approval)***

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| **Week** | **Dates** | **Content** | **Notes** |
| **1** | 01.10-01.11 | * syllabus * brief course overview |  |
| **2** | 01.14-01.18 | * diagnostic Tuesday * begin Chapter 1: Happiness   + *Recipe for Happiness?*   + *Four Keys to Happiness* * reading for main ideas + details * vocabulary practice   + context clues   + word forms * finding a student-interest book for the semester | * textbooks due: end of Week 2 * student interest: *Who Was I* series (website + Amazon) |
| **3** | 01.21-01.25 | * **reading quiz**   + main idea   + looking for details * **vocabulary quiz** * begin Chapter 2: Inventive Solutions   + *The Power of Creativity* * skimming and scanning practice * vocabulary practice   + synonyms   + collocations   + word roots * finalize student-interest book for the semester | * student-interest: create Instagram account for person of interest   **No Class**  **Monday, 01.21**  **MLK Jr. Day** |
| **4** | 01.28-02.01 | * finish Chapter 2: Inventive Solutions   + *Big Ideas, Little Packages* * **reading quiz**   + main idea   + looking for details * begin Chapter 3: Connected Lives   + *The Power of Crowds* * vocabulary practice   + context clues   + picking accurate definitions * introduction to paraphrasing   + explaining to a 10-year-old * introduction to idiomatic language   + list with meanings   + interview classmates   + write idioms about situations | * starting week 4: weekly Instagram posts/ replies; Wednesday intensive silent readings + follow-up worksheets |
| **5** | 02.04-02.08 | * continue Chapter 3: Connected Lives   + *Internet Island* * **reading quiz**   + main idea   + looking for details * **vocabulary quiz** * extra main idea practice |  |
| **6** | 02.11-02.15 | * Chapter 5: Memory & Learning   + *The Art of Memory* * vocabulary practice   + context clues   + synonyms * introduce critical thinking practice   + inferences   + opinion with examples * reading comprehension practice   + signal words for organization | * ***experiment: Reader’s Theater*** |
| **7** | 02.18-02.22 | * continue Chapter 5: Memory & Learning   + *Sleep and Memory* * skimming/ scanning practice * idiomatic & figurative language practice * vocabulary practice | **No Class**  **Monday, 02.18**  **President’s Day** |
| **8** | 02.25-03.01 | * review   + finding main ideas   + inference   + vocabulary * **reading quiz**   + main idea   + details   + inferences   + vocabulary * midterm starters diagnostic | **Midterm**  **New Students 02.26** |
| **9** | 03.04-03.08 | * begin Chapter 7: Nature’s Fury   + *When Tornado’s Strike*   + *Wildfires* * making predictions * paraphrasing practice   + in your own words + techniques from other classes | **Daylight Savings**  **Sunday, 03.10**  **Set Clock + 1 Hour** |
| **10** | 03.11-03.16 |  | **No Class**  **All Week**  **Spring Break** |
| **11** | 03.18-03.22 | * Chapter 8: Building Wonders   + *Unfinished Masterpiece*   + *Amazing Structures* * **vocabulary quiz** * skimming/ scanning practice * vocabulary practice |  |
| **12** | 03.25-03.29 | * Chapter 9: Form and Function   + *What are Feather’s For*   + *Design by Nature* * vocabulary practice * main idea practice * **reading quiz**   + main idea   + details   + inferences   + vocabulary |  |
| **13** | 04.01-04.05 | * begin Chapter 10: Smart Advice   + *Turning Ideas into Reality*   + *Lessons in Business* * main idea practice * looking for details * **vocabulary quiz** |  |
| **14** | 04.08-04.12 | * Chapter 10: Sociology (from *LAWS 3*)   + *Theories of Crime*   + *Prison Programs that Work* * idiomatic and figurative language practice * paraphrasing practice * Outside Reading   + stories and responses to crime and punishment in your home country |  |
| **15** | 04.15-04.19 | * prepare final presentations: report on reading/ topic of student interest * final presentations on topic of student interest |  |
| **16** | 04.28-04.26 | * final exam review   + critical thinking   + different types of readings   + main idea   + skimming/ scanning   + vocabulary     - context clues     - roots     - pre/ suffixes     - synonyms   + idiomatic/ figurative language   + paraphrasing | **No Class**  **Friday, 04.26**  **Study Day** |
| **17** | 04-29-05.03 | * Monday: ERD & EWR Finals * Tuesday: ELS & EGM Finals | **Final Exams**  **Monday & Tuesday** |

***Student Outcomes:***

**Goal:** Students completing Reading Three should be able to understand and utilize non-authentic material at an intermediate-level.

**Outcomes:**

* Students should demonstrate an understanding and application of critical thinking skills including inferences and basic analysis from an intermediate-level passage
* Students should demonstrate an understanding and application of intermediate-level fiction and non-fiction material in a variety of styles/formats such as non-authentic articles, reports, essays, novels, and short stories
* Students should be able to successfully identify the stated and implied main idea and supporting details of intermediate-level paragraphs and/or intermediate-level longer texts
* Students should be able to successfully employ skimming and scanning techniques to find details and main ideas in an intermediate-level text
* Students should demonstrate an understanding of vocabulary recognition strategies such as context clues; and roots, prefixes, and suffixes and apply them in determining the meanings of new terms found in intermediate-level texts
* Students should demonstrate an understanding and application of literary devices such as figurative and idiomatic language found in intermediate-level literary passages

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| Notes:  Reading Comprehension: Incorporate **RISE** model for identifying and paraphrasing the main idea of the paragraph:   * find the sentence that best describes the main idea of the paragraph   + **Read** the sentence   + **Identify** the who/ what/ when/ where/ why/ how of the sentence   + find **Synonyms** for key words in the sentence   + **Explain** the meaning in your own words   Book Project   * Announce Week 1 * Get books by Week 3 * Begin reading/ writing/ posting Week 4 * Each students select a book from the *Who Was I* series (<http://www.whowasbookseries.com/who-was/> + can purchase from Amazon) * Students create a private Instagram account for their person (i.e. @xoarethafranklinxo) * Each week, each student posts a picture of their person (from Google Images, etc.) to Instagram along with a short description of something about that person/ the picture (like a role play…*what would this person post about this picture if they had Instagram*?) and replies to two of their classmates (or all, depending on class size) * Each week, on Wednesdays, students read their books silently in class for 30 minutes and then answer a list of comprehension/ kind of fun questions about what they read * At the end of the semester, each student gives a presentation about the life of their person   Reader’s Theater   * experiment Week 4 (<http://www.aaronshep.com/rt/RTE.html>) |