**Coursebooks:**

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

***Laurie Blass, Mari Vargo***

***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
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| **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)
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| **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
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| **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
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| **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***
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| **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
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| **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**
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| **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
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| **15** | 04.15-04.19 | * prepare final presentations: report on reading/ topic of student interest
* final presentations on topic of student interest
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| **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>)
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