

Intermediate Reading Writing 1 Course Overview

When	The Instructor will:	The Learner will:
Before the course begins	<p>Identify Theme Gather & read all Resources Design time-line for course Write Syllabus & 1st week materials</p>	
Week 1	<p>Introductions Teach scanning resources Demo Sign-in and other procedures Pre-test using NorthStar Placement Begin U.1 Finding the Ideal Job</p>	<p>Complete survey & write ¶ Use survey to Introduce partner. Complete Pretest Infer meaning: vocab & opinion ID Main Idea & Imp. Details</p>
Week 2	<p>Introduce % sign-in & Class-Yes Intro Daily Warmup ¶ – 10” Continue U.1. CVC for vocab. Summary instruction (Purdue PPT) Write summary of Reading 1, Kleppinger Set up Elab (My English Lab) Give U. 1 Assessment</p>	<p>Sign in with hour & min. Write a topic ¶ Identify the ‘color’ of vocab words Use a chart to organize data Write ¶ 1 of research paper Log-in to MyEnglishLab Take Assessment for U1</p>
Week 3	<p>Intro Bolles book, chapter 7 Intro APA Reference & ¶ style Demo & guide Sts through petal-work. Tell a story of challenge Help Sts find career on Onetonline.org</p>	<p>Write summary of Bolles Bk. intro. Write 2 APA references Edit 3 ¶ for APA style Write & analyze 7 stories of challenge Take notes on careers: onetonline.org</p>
Week 4	<p>Intro <i>Persepolis</i> Intro Silent Sustained Reading SSR Demo Journal Vocab & Q entries Troubleshoot problems with elab work Intro ‘Teach-OK!’</p>	<p>Read silently and write in a journal: new vocabulary & open questions. Write ¶ 5 (petal 2 data) Complete worksheets for petals 5 & 6 Complete MyEnglishLab assignments Practice Teach-OK procedure</p>
Week 5	<p>Intro WMU Waldo Library Guide Sts to write an Outline Time SSR, collect & display Qs Take Sts to WMU Career Fair Guide insertion of ¶s into APA style Intro Teach-OK/Switch</p>	<p>Use computers to find career book Locate, check out book & Demonstrate correct library procedures Attend Career Fair, interview & write ¶ Insert ¶s into APA template Practice Teach-OK/Switch</p>
Week 6	<p>Guide > Unit 5 NS2 p.107-127 Time SSR, collect & display Qs Guide Peer assessment w/ ✓list Check all Sts 1st drafts of reference paper Give feedback on all Sts work</p>	<p>Complete Unit 5 in NS2 text p.107-127 Read silently and journal Use ✓list for peer assessment Show understanding of procedures. Complete U5 MyEnglishLab</p>
Week 7	<p>Review U5 learnings Guide transitions to complete paper Turn in assessments & research papers Record final grades</p>	<p>Brainstorm Use transitions to polish papers Rewrite and publish research papers Assess RW1 content & own learnings Turn in completed research paper</p>
After the course ends	<p>Analyze assessments, evaluations & Sts learning. Note needed changes. File.</p>	

Intermediate Reading & Writing C: Plans for the week of 2/16/2015

Warm up: Write a topic sentence (10"); (After break) SSR & Journal (20")

Primary text: *NorthStar2* (NS2) Unit 5

Secondary Resources: *What Color is your Parachute*; *Color Vowel Chart (CVC)*; *Persepolis*

Reading Goals: **Make & confirm predictions; infer meaning of new words; infer opinion**

Writing Goals: **Topic paragraph; short essay; paraphrasing; peer edit & rewrite**

	Content	Turn in	Homework
Mon.	<p>Unit 5 R1 "We are What we Eat" p. 107-114 Warm up: 10 min. ✓Research Progress Make predictions & Focus on the topic Vocabulary– Infer meaning from context p.108-109 Review pronunciation w/ CVC. SSR & Journal</p>	<p>Warm-up Career Fair</p>	<p>ELab: R1 Vocab Opinions Read Bolles 152—154 162-168</p>
Tues.	<p>Warm up essay. Peer edit/check list Pair Share 'Teach-OK' Make predictions. Read R1 "A New Fish in Town" p. 110 Writing: Identify and correct mistakes. Research- Organize data for your Bolles petal 5 ¶ 7</p>	<p>Warm-up ¶ 6 Petals 4&6</p>	<p>ELab: R2 Vocab R Skill ✓point 1 Bolles 155-161</p>
Wed.	<p>10" Warm-up answer a Q. Peer edit/check list Share paragraphs ID Main Ideas/ Details. Infer p. 112-114; Paraphrase R1 Research: Organize data for Bolles Petal 10 SSR Persepolis & Journals</p>	<p>Warm-up ¶ 7 Petal 5 e-chart</p>	<p>ELab: Grammar ✓point 2 Bolles 169-173</p>
Thurs.	<p>10" Warm-up. Write. Self & Peer check-list edit. Present paragraphs Imply vs. Infer. Scan text for inferences, 113-114 Pair Share 'Teach-OK' GMOs pros-cons SSR Persepolis & Journals Record vocab in journal. Write Qs. Discussion</p>	<p>Warm-up ¶ 10 Petal 7</p>	<p>ELab: Complete all assignments above that you have missed.</p>
Fri.	<p>Computer Lab – Rm 1003 Unit 5 Video – Quiz MyLearningLab Research paper: Use transitional words & statements</p>	<p>Qs</p>	<p>Check APA Research paper format</p>

Abbreviations: **NS2** = NorthStar2; **CVC** = Color Vowel Chart; **R1,R2** = Reading 1, Reading 2; **p** = page; ✓ = check; **S** = sentence; **vocab** = vocabulary; **adj.** = adjective(s); **ELab** = MyLearningLab; **ID** = identify; **Info** = information; **SSR** = Silent Sustained Reading; **Q** = question; ¶ = paragraph

Intermediate Reading & Writing C: Plans for the week of 2/23/2015

Warm up: Write a topic sentence (10"); (After break) SSR & Journal (20")

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Secondary Resources: *What Color is your Parachute*; *Color Vowel Chart (CVC)*; *Persepolis*

Reading Goals: **Make & confirm predictions; infer meaning of new words; infer opinion**

Writing Goals: **Topic paragraph; short essay; paraphrasing; peer edit & rewrite**

	Content	Turn in	Homework
Mon.	Review vocab p. 120. ID/write word form chart p.121 Complete dialog using vocab p. 122. ✓ comprehension. ✓ Grammar: too many, too much, too+adj. P.124-125 SSr – Persepolis	Writing	Complete Elab & Research ¶s 1-10
Tues.	Warm-up ¶ Unit 5 Test Paraphrase R1 & R2 SSR – Persepolis & Journaling	✓ journals	Complete Elab & Research ¶s 1-10
Wed.	Bring Computers Warm-up ¶ Check for transitions joining one paragraph to the next. Send draft of your Research to Ms. B. Complete evaluations: WMU's & JB's SSR - Persepolis	evals	Last day to submit assignments
Thurs.	Bring Computers SSR – Persepolis Peer Edit your Research Papers Waldo Library – revisit. Tour. Prepare for RR2		
Fri.	Computer Lab – Rm 1003 Polish and Print Research Papers – Final Celebrating your success.		

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Intermediate Reading/Writing C Plan for Thursday, 2/19/15

When		The Instructor will:	The Learner will:	Materials/Resources
	Before class	Write plan on board Arrange sign-in & h.o. Pass out writing warm-up	Arrive early or on-time & sign-in	North/Star RW2 Persepolis APA template WCIYP - Bolles Copy all h.o.
9-9:10	10"		Write ¶ to answer Q on h.o.	h.o warm up
9:10-9:20	10"	Give directions: Check list. Peer edit	Use a ✓-list to review ¶ Peer uses ✓-list to review partner's ¶	✓-list hand-out
9:20-9:25	5"	Remind Sts that this ¶ (from Petal 7 data) will be part of their research paper conclusion. Ask for volunteers to share.	3-4 students share their ¶	
9:25-9:35	10"	Micro-Lecture (30 sec.) (infer-make inferences) "Hands & Eyes" Imply vs infer Signal Teach!-OK!	All teach partner at the same time the difference between imply & infer	
9:35-9:45	10"	Give direction: Scan the text of R1-A New fish in town to make inferences. (p.110) When you find one, please raise your hand. Challenge Q.	Scan text. Make inferences (3-4 examples)	
9:45-9:50	5"	Divide Class into As & Bs Give directions for Teach-OK A: teach 3 things that are good about GMOs. B: teach 3 things that are bad about GMOs. Give Teach & Switch signals	'Teach' each other Pros & Cons of GMOs A speaks 1 st then switch. Share 3 things w/ whole grp.	
	10"	Break		
12:00-12:20	20"	Time SSR & Read	Read & Write new vocab words in Journal. Write 1 open-ended question	Persepolis & Journals
12:20-12:30	10"	Give directions for group discussion.	Choose 1 Q to discuss (small groups)	
12:30-12:40	10"	Ask students to share their open questions & choose 1	Students discuss an open question from the reading	
12:40-12:50	10"	Give directions for H.W. Ask for closure-learnings	Give closure: Today I learned	Ticket out the door
	After class	Collect & review ¶s, ✓-lists & Tickets. Email feedback to students.	After class	