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| **Program** | ***Example for general use*** |
| **Class, Level, GLE Range** | A, B (GLE 0 – 3.9) |
| **Author(s)** | *anonymous* |
| **Date last revised** | 7/12/2016 |

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| **Title** | **Setting Directions** |
| **Time** | Approximately 18 hours (6 weeks for a class that meets 3 times per week) |
| **Purpose** | This unit will help students to explore the reasons why they want to learn and improve how they read and write.  Students will reflect on the barriers that prevent them from being successful, and on what will help them move forward in reading and writing *(e.g. a student might identify that they would like to read the letters that come from their children’s school, but they cannot decode enough of the words for the letter to make sense, or another student may identify that they need a job, but cannot understand many of the words on the job application form).*  Students will also reflect upon what is important to them, what they are interested in, and what they want to do in the future. They will begin to plan the steps they could take to move forward with their goals. |
| **Goals and Outcomes** | Students will read about and discuss both formal and informal text (such as published essays, personal reflections and class anthologies) around the topics of being in class, reasons why people read and write, and setting goals in order to help themselves to organize their own thoughts and ideas about their own learning and goals.  Students will show their learning by creating their own written ‘snapshot’ of themselves, including their thoughts about what has been keeping them from being successful, what is making them struggle, what might help them to overcome these struggles, and what goals they would like to set as they move forward. |
| **Priority CCR Standards** | R1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  R2 Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection. Organization, and analysis of content.  W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  L1 Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.  L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **Key Resources** | Student Anthologies from previous years – readability varies by story; focus on the stories with a readability level g.l.e. 2 – 4 |

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| **ESSENTIAL QUESTIONS to Guide the Unit** |
| 1. What is the definition of a goal? Is there just one set definition, or can it change? 2. What does ‘being successful’ look like? 3. How does understanding about writing help us to learn and communicate effectively with others? |
| **UNIT OBJECTIVES** |
| ***NOTE for ELA:*** *Include objectives for both ELA Skills (directly correlated to the leveled priority standards) and Content Knowledge (related to science, social studies, literature, careers, etc.).* |
| **By the end of this unit, students will be able to:** |
| 1. Write (either independently or with help from the instructor or tutor) about each topic presented in the unit. Each piece of writing will one or more paragraphs, depending on the level of the student. Each piece of writing will include:  * An introduction, details and a conclusion * Complete sentences that have been edited for capital letters at the beginning of each sentence and ending punctuation.  1. Begin to use the steps of the writing process to brainstorm, create a first draft, and revise their writing. 2. Share their own ideas and listen to others as they take part in whole class and small group discussions. 3. Read a piece of writing and write their own personal response to that writing. 4. Set up an appointment for and prepare for a meeting with the academic advisor. |
| **ASSESSMENT** |
| **Culminating Assessment** - *authentic performance task(s) that demonstrate student learning and integration of the knowledge and skills taught through the objectives* |
| Students will show their learning by creating their own ‘snapshot’ of themselves, which will be a series of short pieces /photos that will include writing about who they are, why they have chosen to begin class, what are their goals, what they feel has been keeping them from being successful or what is making them struggle as a reader and/or a writer (and therefore is keeping them from achieving their goals), what might help them to overcome all or some of these struggles, and steps they want to take as they move forward. |
| **The learning will be evaluated by …** *e.g., using a rubric, checklist, etc.* |
| The final project for this unit will be evaluated using a teacher developed checklist that will be reviewed by both the student and the instructor. Other assessments such as oral and written feedback and one on one conferencing will be incorporated throughout the unit. |
| **Other Evidence of Learning** |
| * The instructor will make anecdotal notes of student participation in large and small group discussions. * Students will reflect on their own learning through journal entries or discussions with the instructor or class tutors. |

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| **LEARNING PLAN** |
| **Suggested Sequence of Lessons and Activities** |
| 1. Starting on the Path -An introduction to the purposes of formal and informal writing. Students will respond in writing to various short readings. 2. Autobiography – An introduction to autobiographical writing. Students will create a first draft of autobiographical writing. 3. The Writing Process – An introduction to the writing process, and to revision as a part of that process. Students will, with guidance, revise their autobiographical draft.   *\*Subsequent lessons developed for this unit will address the remainder of the objectives.*   1. Goals - An introduction to defining one’s goals. Students will write a draft about the reasons they have chosen to come to class and the goals that they want to work towards. 2. Revision -Students will revise their goals draft. 3. Barriers – Students will read and discuss the topic of barriers to their learning and then write a draft about the barriers are keeping them from being able to do what they need and want to do. 4. Revision – Barrier draft. 5. Overcoming barriers – Students will read and discuss, and summarize a story about overcoming barriers. Students will brainstorm a list of things that might help them to overcome their barriers. 6. Peer Conferencing – An introduction to peer conferencing. Students will choose one of their pieces of writing to share with another student. Revisit what you have written so far. 7. Writing Process – a review of the writing process and how to create a final copy of the ‘student snapshot.’ Students, with guidance from the instructor or tutor, will work on final revisions and edits to their writing. 8. Have advisor come in and talk about her role. 9. Meeting Preparation – Introduce how to sign up for and prepare for a meeting. Students will review their writing and prepare a list of questions for their first advisor meeting. 10. Advisor meetings 11. “Snapshot” will be revisited regularly, and revised as needed during the student’s time in the program. |
| **Key Vocabulary** *– additional vocabulary may be selected by teachers at the lesson plan level* |
| Tier 2 - formal, informal, revision, editing, barrier, process, strategy, brainstorm, collaborate, process, reflect, draft, summary  Tier 3 - autobiography, anthology, academic, advisor |
| **Additional Resources –** *e.g.,**background sources for teachers*, *teacher- or student-generated materials, etc.* |
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**Attachments:** For the benefit of future users and curriculum developers, add these items as the unit is taught:

* Relevant assessment/evaluation forms
* Sample lesson plans
* Reflections and notes