



Reavis High School
Curriculum Snapshot/Cover Page for IRR



Unit 1: Welcoming Students to the Community of Readers and Writers

10 Days

In this unit, students will begin by articulating their literary history to set goals for individual growth over the course of the semester. They will complete and review learning, reading, and writing surveys to reflect on their experiences as readers and writers; this self-assessment will drive their selection of research topics and Independent Reading (IR) selections throughout the semester. Students will also select and begin their first IR text.



Unit 2: Developing a Literacy Identity

Ongoing

Students will read IR texts and respond to their reading daily. The teacher will utilize mini-lessons and read-aloud to help students develop both their reading skills and their literacy identity. Throughout the course of the semester, students will apply the skills learned in the mini-lessons in order to articulate reading for different purposes, provide examples of what good readers do, select appropriate texts for different reading purposes, and self-monitor their reading through written responses.



Unit 3: Exploring Expository Texts

Weekly Rotations

Students will explore expository texts as they develop a stance to a topic of their choice. Throughout the semester, students will learn how to select an appropriate topic of interest and refine their research skills using academic databases. To develop skills as a critical readers of expository texts, students will discover how interactions with text (annotating their research) should drive their response to the topic. They will learn how to select evidence from the text that will support their response.



Unit 4: Responding to and Connecting to All Genres

Weekly Rotations

Students will generate an evidence-based response to their self-selected research topic in each two-week rotation. They will be able to properly cite outside sources using in-text citations and a Work Cited page in MLA format, or be able to locate tools to help them cite their sources properly. Steps of the writing process will be reinforced as students brainstorm, draft, peer review, revise, edit, and submit their finished product. Throughout the course of the semester, students will apply concepts learned in teacher-led mini-lessons to hone their writing skills, such as developing a thesis or citing evidence from an outside source.



Unit 5: Self-assessment

10 Days

Students will reflect on their personal growth throughout the semester as a final project in this course. They will revisit surveys and goals completed in the first unit and respond to the work they have completed, citing specific evidence from their working portfolio. Students should be able to communicate their preferences based on their literacy identity, articulate their process for selecting and reading texts for different purposes (research, IR, etc.), and demonstrate their ability to utilize the writing process to complete a college-level, evidence-based written response.