

# Curriculum Alignment Project

## Reading & Writing Unit

### Unit Details

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**Title:** Reading Mathematics

**Level:** Developmental Reading

**Team Members:**

Cynthia Jones – English, Hostos Community College, CUNY

Andrea Fabrizio – English, Hostos Community College, CUNY

## ENG 92 Developmental Reading (Theme: Reading Mathematics)

Professors Cynthia Jones and Andrea Fabrizio

College – Developmental; Semester Unit – Introduction; Journal; and Final Lessons

### Unit Organizer

**College Catalog Course Description:** As the complement to ENG 91, ENG 92 is a reading course designed to help students develop strategies from improving comprehension through discussions of and written responses to cross-disciplinary texts. Students will learn to become active readers, to summarize and explain their understanding of ideas, and to support their analysis with appropriate references to the readings. By the end of the semester, students will have acquired strategies for improving their reading speed and their close reading skills, and for performing successfully on the CUNY/ACT reading test.

**Course Overview:** Math is more than a four-letter word! Students will explore the interconnections between reading and mathematics. This journey will progress through the reading of and writing about various literary (nonfiction and fiction) texts focused upon the theme of *mathematics*. Students will engage in activities that explore the **area of inquiry**: How can I become a more effective reader, writer, thinker and mathematics learner?

**Course Theme Rationale:** Why is mathematics incorporated in the developmental reading course? A substantial number of community college students enroll in developmental courses such as reading, writing, and mathematics, but a particularly large number of mathematics learners remain at the developmental level for several semesters. Therefore, this pilot project is an attempt to address the needs of the developmental learner in both reading and mathematics.

**Standards** – NYS Common Core Standards Reading 1, 2, 10; Writing 1, 9

### Targeted Standards

At the completion of ENG 92, the student should be able to—

- acquire and apply active reading skills.
- improve vocabulary.
- interpret texts, differentiating between major/minor details, fact and opinion, implicit inferences and explicit conclusions, and tone.
- recognize illustration, narration, description, process, comparison/contrast, and cause/effect.
- summarize texts, differentiating between thesis and support.
- organize ideas and communicate clearly orally and in writing.

### Supporting Standards

One of the main themes in the developmental reading curriculum are the connections between reading and mathematics.

**Note:** Academic Expectations and Program of Studies contain the minimum content required by law for all students.

Students will know how to:

- identify themes, ideas, issues, problems, etc. in the text
- identify examples
- infer meaning
- summarize
- recognize figurative language such as metaphor and simile
- define unfamiliar words using context, inference, and a dictionary

Students will be able to (do):

- acquire and apply active reading skills
- improve vocabulary
- interpret texts, differentiating between major/minor details, fact and opinion, implicit inferences and explicit conclusions, and tone
- recognize illustration, narration, description, process, comparison/contrast, and cause/effect
- summarize texts, differentiating between thesis and support
- organize ideas and communicate clearly orally and in writing

### **Essential/Guiding Questions**

How can we become more effective readers, writers, thinkers and mathematics learners?

What is the connection between mathematics and general skills such as problem solving?

How do we learn? How do we read?

### **Summative/End of Unit Assessment**

The CUNY wide end of unit assessment for ENG 92 is the Compass Reading Exam. While all students need to pass this exam to earn credit for the course, we recognize that there are other methods of assessing whether or not students have successfully mastered the learning objectives for the course. Included in this unit are two such examples of this assessment.

1. The journal-learning log will enable students to trace their growth and development as learners throughout the semester. This log will also enable the professor to see how the students perceive their own growth as learners and to respond to their needs effectively.
2. The semester also culminates in a final project that builds on the work of the semester and the journal-learning log that enlists all of the reading and learning skills students have been developing throughout the semester.

Taken together, these two projects enable the professor to assess the degree to which the student has mastered the course material.

### Scoring Criteria

In both the journal-learning log and the final project the professor will be looking for evidence that the student has met the course objectives.

1. **Acquire and apply active reading skills:** Both the learning log and the final project ask students to engage with various texts throughout the semester. If students can write about and respond to the assigned texts in these projects then they are acquiring active reading skills.
2. **Improve vocabulary:** In order to complete both assignments, students will need to draw on context clues and inference to determine the meaning of unfamiliar vocabulary.
3. **Interpret texts, differentiating between major/minor details, fact and opinion, implicit inferences and explicit conclusions, and tone:** For both 3 and 4 students will need to make these interpretations and recognize these aspects of texts in order to successfully complete the assignments. The learning logs require students to make interpretations and focus on different aspects and rhetorical modes of a text and respond to them. The final project also asks students to draw on these reading strategies to make connections between texts and develop their understanding of characterization and theme.
4. **Recognize illustration, narration, description, process, comparison/contrast, and cause/effect.**
5. **Summarize texts, differentiating between thesis and support:** A recurring aspect of both the learning log and final project will be for students to establish the meaning of a text and to respond to it. Throughout the semester students will be working with the concept of summary, main point, details and opinion.
6. **Organize ideas and communicate clearly orally and in writing:** Both the learning log and the final project ask students to put their understanding of what they have read and what they have learned into writing.

**Assessment:** Students are given a beginning of term, mid-semester, and end of term self-assessment that asks them to reflect on their development and growth as learners.

### Entry-Level Assessment

The following are the questions students are asked to address in their **initial self-assessment**:

1. Why did you register for ENG 92?
2. What are your expectations of ENG 92?
3. What do you know about your abilities as a reader?
4. What do you know about your abilities as a mathematics learner?
5. What did you learn in prior English and mathematics classes that you think will help you in this course?

### Mid-Semester Assessment

Prompt: In preparation for your conference to discuss your journal-learning log and academic progress, please write an essay that considers the listed question: **What have you learned about developmental reading so far this semester?** In your response, please incorporate your definition of developmental reading; your understandings (knowledge) about vocabulary in context, main ideas, supporting details, implied main ideas and the central point, and any other relevant reading skills or strategies; and at least two impressions, highlights or insights that represent what you have learned in this class.

### End-semester Assessment

The following are the questions students are asked to address in their final self-assessment:

1. After participating in ENG 92, do you feel you have changed as a learner and/or reader? Please explain.
2. Was ENG 92 different from or similar to other reading instruction you have received in the past? Please explain.
3. What was the most important thing you learned from participating in ENG 92? Please explain why it was important and what helped you to learn it.
4. If you could change one thing about ENG 92, what would it be and why?
5. After participating in ENG 92, do you think differently about reading, math, and/or learning in general? Please explain.

### Other types of Assessment

Anecdotal records – formative; weekly

Class discussions – formative; daily

Conferences and interviews – formative and summative; ongoing

End of unit tests (including MC and OR) – summative; once

Journals, learning logs – formative and summative; daily

Projects – formative and summative; monthly

Self-assessment/reflection - formative and summative; formal 3X; ongoing

### **Learning Experiences**

The course was designed to include multiple learning experiences throughout the semester. On each course day, students will engage in a variety of activities including:

Read Aloud

Journaling

Silent Reading

Group Projects

Working in Pairs/Teamwork

Community Building Activities

Research

Oral Presentations

Group Discussions

Focused Freewriting before discussions

### **Unit Sequencing**

The lessons are meant to work in tandem with one another and to build on one another.

The lesson plan for the opening day will naturally come first. This lesson introduces many of the active reading strategies students will be working with throughout the semester. It concludes with a journaling activity that introduces them to the learning log.

The journal-learning log will be an ongoing activity taking place over the course of the semester. Entries in this learning log will be used to work toward the final project. The final project will be completed over the last 3-4 weeks of the semester.

### **Resources/Tools**

**FICTION:** Working with a novel instead of a skills book is a major component of this course. This will promote student engagement with the rich themes and provide opportunities for students with different learning needs.

**A SMART ROOM:** A SMART ROOM equipped with a screen, internet, and speakers allows the class to have readily available access to research equipment and a variety of media.

**ARTICULATED ASSIGNMENTS:** While some spontaneous and short in class work can be delivered and explained orally, we have made it a priority to have clearly written prompts for assignments to ensure that the goals and parameters of the work are clear to students.

### **Required Text, which will be used during each class session:**

Haddon, Mark. *The Curious Incident of the Dog in the Night-Time*. New York: Random House, 2003. Print. ISBN 978-1-4000-3271-6

### **Independent Reading Text, which will be the basis for out-of-class reading assignments and in-class group activities:**

Albom, Mitch. *Tuesdays with Morrie: An Old Man, A Young Man, and Life's Greatest Lesson*. New York: Doubleday, 1997. Print. ISBN 0-385-48451-8

### **Reflection**

All of the students in the *Reading Mathematics Summer 2012* workshops and some of the students in the ENG 92 Developmental Reading course were students who had experienced repeated failing scores on the Compass Reading examination (CUNY-wide reading test). Based on the end-of-term evaluation, we were able to identify a variety of successful strategies and a few that warranted revision. The selection of mathematics-themed novels proved to be a hit even though none of the professors had utilized the texts previously. After the first set of Summer workshops, since all of the students had read *Number Eight* by Anna Fienberg, the book selection was changed to *The Curious Incident of the Dog in the Night-Time* by Mark Haddon. The latter book was also used during the fall semester. The students stated that they had never read an entire book and felt great satisfaction in having completed a whole text. Another student sentiment dealt with the realization that mathematics could be an effective way of processing one's life. Each of the characters in the novels utilized mathematics to figure out the problems in their lives. Many of students used the model of the characters to become conscious of their own learning or ways of processing academic and personal challenges. The curriculum for both the workshops and developmental reading course provided a platform for students to engage in reflective, intentional processing about their learning.

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LESSON INTRODUCTION PACKET**

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Assignment: Introduction to the course, materials, and schema

Key Inquiry Question: How can I become an effective reader, writer, thinker and mathematics learner?

**DAY 1 (3-HOUR SESSION)**

**1. Alliterative Activity: *Who are you?***

- Ask each student to select a positive word that begins with the first letter of his/her first name. For example, my name begins with a “C” and I will choose the positive word “calm”. Therefore, I am “Calm Cynthia.”
- Each student must re-introduce those who preceded and then announce his-her alliterative name.
- Discuss, at the closure of the activity, student observations about the activity such as repetition of the names easing the process, challenges when names are unfamiliar, mnemonic strategies, etc.

**2. Self-Assessment Activity: *What are your classroom expectations?***

- Each student will receive the following set of questions to answer:
  - Is this your first semester at Hostos Community College? If not, how many semesters have you been here? If you had prior college experience, how many semesters and where?
  - Why did you register for *ENG 92 DEVELOPMENTAL READING*?
  - What are your expectations of *ENG 92*?
  - What do you know about your abilities as a reader?
  - Have you been placed and/or enrolled in a mathematics course such as MAT 10, 15, 20, or higher? If so, which course and what do you know about your abilities as a mathematics learner?
  - What did you learn in prior English and mathematics classes that you think will help you in this reading course?

**3. Postcard Activity: *What is your definition of reading?***

*Materials: Postcards*

- Place postcards around the classroom.
- Ask each student to select one postcard that represents his/her definition of reading.
- After each student has made a selection, one student volunteer describes the postcard and its relevance to reading.
- Generate a list based upon student responses.
- Discuss the student-contributed definition of reading.

**4. Discussion Activity: *What are your expectations for this course?***

Discuss the following questions as a lead-in for the syllabus activity:

- What do you specifically expect to learn in ENG 92 Developmental Reading?
- What are the expectations of a student in a college course?
- Where can you find information about this particular course?



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**5. Group Reading and Writing Activity: What is a Syllabus?**

*Materials: Handouts-Syllabus (see attachment); list of questions*

- Distribute the syllabus and set of questions to a pair of students. Explain that a syllabus provides an overview of a course and that in college every professor distributes a syllabus at the beginning of the semester. The syllabus is a guide for the course and will give information about what the course will be about, what the professor's expectations are, and the assignments.
- Ask students to read and locate the answers to a set of distributed questions:
  - a) Who is the professor and how can you reach the professor?
  - b) What is the prerequisite for the course?
  - c) What can you expect to learn in this course?
  - d) List three course requirements.
  - e) What are the required textbooks?
  - f) How are attendance and in-class participation incorporated in the final grade?
  - g) What is the grading policy?
  - h) What is a journal-learning log?
  - i) What is the reading assignment for Week 11?
  - j) How many writing assignments are formal?
  - k) Do you have any questions?

**5. Writing Activity: What motivates you to learn?**

- Write a paragraph that explains what motivates you in general, and what inspires you to learn?

**6. Extending the class: What are you learning from reading Haddon 1- 61 and Albom 1 – 89?**

- Develop a schedule to read and record your understandings in your journal.
- Start reading the two assigned textbooks.

**DAY 2 (3-HOUR SESSION)**

**1. Review**

**2. Group Reading and Writing Activity: What is a Syllabus? Part II**

*Materials: Handout—Syllabus (see attachment)*

- Distribute the syllabus to a group of four students.
- Ask students to read and locate the answers to the following:
  - l) Contact Information and Course Description
  - m) Course Learning Objectives
  - n) Course Requirements
  - o) Course Assignments

**3. Writing Activity: Are you more ...?**

*Materials: Handout (see attachment)*

- Distribute the sheet and ask students to complete the task, which is recording a student's name and selection
- After students have posed a question to each student present, the entire class will discuss the purpose of the activity, process, terminology, etc.

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***4. Writing and Discussing Activity: What are your likes and dislikes?***

*Material: Handout (see attachment)*

***5. Silent Reading Activity: What are you understanding?***

- Read silently Haddon 1 – 12.
- Be prepared to discuss the themes, vocabulary, questions that emanate from the text.
- Based on your reading, generate a class list of Christopher's likes and dislikes.

***6. Extending the class: What are you learning?***

As an out-of-class assignment, the students must bring two journal-learning log entries of at least one paragraph each about Haddon (1 – 61) and their discoveries about learning.

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Eugenio Maria de **Hostos Community College**  
**ENG 92 DEVELOPMENTAL READING**

**There was a wise old woman who could answer any question, no matter how difficult. One day, two young people decided they were going to fool the old woman. They planned to catch a bird and take it to the old woman saying, “Is what we have in our hands alive or dead?” If she says “dead,” we’ll turn it loose, and it will fly away; if she says “alive,” we’ll crush it. They caught a bird and went with it to the old woman. They said, “Is what we have in our hands alive or dead?” The wise old woman considered them and smiled. Then she said, “It’s in your hands.”**

—Anonymous

The chief forms of beauty are order and symmetry and definiteness, which the mathematical sciences demonstrate in a special degree.—Aristotle

To read without reflecting is like eating without digesting.—Edmund Burke

Do not worry about your difficulties in Mathematics. I can assure you mine are still greater.  
—Albert Einstein

It is not knowledge, but the act of learning, not possession but the act of getting there, which grants the greatest enjoyment.—Carl Friedrich Gauss

Life-transforming ideas have always come to me from books.—bell hooks

God created everything by number, weight and measure.—Sir Isaac Newton

He who can properly define and divide is to be considered a god.—Plato

A thought is an idea in transit.—Pythagoras

The understanding of mathematics is necessary for a sound grasp of ethics.—Socrates

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**Catalog Course Description:**

**ENG 92—Pre-requisite:** Placement test; **Co-requisite:** ENG 91, unless exempt

As the complement to ENG 91, ENG 92 is a reading course designed to help students develop strategies from improving comprehension through discussions of and written responses to cross-disciplinary texts. Students will learn to become active readers, to summarize and explain their understanding of ideas, and to support their analysis with appropriate references to the readings. By the end of the semester, students will have acquired strategies for improving their reading speed and their close reading skills, and for performing successfully on the CUNY/ACT reading test.

**Course Overview of ENG 92:**

Students will explore their introductory entry into the academic world. This journey will progress through the writing about and reading of various literary (nonfiction and fiction) texts focused upon areas of inquiry that are theme-based; this semester the themes are mathematics, reading, and learning. ENG 92 students will engage in activities that explore the following **area of inquiry**: How can we become more effective readers, writers, thinkers and mathematics learners?

**NOTE:** The learning experience will be most meaningful if we respect the sanctity of scholarly engagement. All students are expected to be contributors to our activities. Please be prepared to participate fully in all class activities and turn off all cell phones and other electronic devices *prior* to entering the classroom. Also, the syllabus is a guide for both instructor and student; ongoing review of the syllabus by the instructor and class may necessitate revision during the semester.

**Course and Learning Objectives of ENG 92:**

At the completion of ENG 92, the student should be able to—

- acquire and apply active reading skills
- improve vocabulary
- interpret texts, differentiating between major/minor details, fact and opinion, implicit inferences and explicit conclusions, and tone
- recognize illustration, narration, description, process, comparison/contrast, and cause/effect
- summarize texts, differentiating between thesis and support
- organize ideas and communicate clearly orally and in writing

Additionally, this course expands students' appreciation and knowledge in order to facilitate reflective, academic and personal growth. Therefore, students are expected to achieve the learning objectives consistent with four specific areas of General Education\*—communication, academic literacy, global citizenship, and scientific and quantitative reasoning:

**Communication Gen Ed Skills**

- read, write, speak and listen effectively
- use precise vocabulary to describe abstract and concrete ideas
- use appropriate technology to research and present ideas
- understand texts and lectures, take notes, synthesize material, and respond orally and in writing

**Academic Literacy Gen Ed Skills**

- exercise critical thinking and problem solving
- keep up with current events and issues
- distinguish between factual and anecdotal evidence

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- find, evaluate and use information from different sources effectively
- become a life-long learner

**Global Citizenship Gen Ed Skills**

- be an effective member of local, national and global communities
- respect all human differences—race, ethnicity, sexual orientation, gender, culture and ability
- confront historical, social, political, economic and environmental issues
- develop personal values and ethics
- appreciate the arts
- demonstrate leadership and teamwork

**Scientific and Quantitative Reasoning Gen Ed Skills**

- develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation

**NYS Common Core Standards Reading 1, 2, 10; Writing 1, 9 (CUNY-DOE CURRICULUM ALIGNMENT 2012)**

- R1. Students should read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R2. Students should determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R10. Students should read and comprehend complex literary and informational texts independently and proficiently.
- W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Course Textbooks and Materials:**

**Required Text, which will be used during each class session:**

Haddon, Mark. *The Curious Incident of the Dog in the Night-Time*. New York: Random House, 2003.  
Print. ISBN 978-1-4000-3271-6

**Independent Reading Text, which will be the basis for out-of-class reading assignments and in-class group activities:**

Albom, Mitch. *Tuesdays with Morrie: An Old Man, A Young Man, and Life's Greatest Lesson*. New York: Doubleday, 1997. Print. ISBN 0-385-48451-8

**Journal-Learning Log:** In order to record and keep a weekly written document (one paragraph per entry) of your semester's reflections on readings, activities, and academic progress, you should maintain a journal-learning log. During the semester, we will read various fictional and nonfictional texts, which are recorded "stories." We will also develop our individual and group stories through various reading and writing projects that utilize the journal-learning log. This journal-learning log will be an essential tool for drawing connections between reading, writing, and mathematics.

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**Course Requirements:**

The following should be considered for successful completion of ENG 92 –

- consistent and punctual attendance; preparedness for class activities
- NOTE: Please turn off all cell phones **prior** to entering the classroom.
- regular and active participation in class activities
- timely submission of papers (in- and out-of-class), assignments, journal-learning log, and research projects, etc.
- passing assessment of papers, assignments, journal-learning log, and examinations
- adherence to academic policies, for example, CUNY’s Policy on Academic Integrity (HCC Academic Bulletin 2010-2012, 243)
- ongoing communication with the instructor pertaining to academic progress and concerns, preferably via face-to-face conferences, office hour, and/or telephone
- There are invaluable resources within the college; Hostos has professors, staff, administrators, and student leaders who are committed to your success. Please avail yourself of the activities and programs in the college.
- **ADA STATEMENT:** If you have a disability that requires accommodations, contact Services for Students with Disabilities (SSWD)  
Savoy (D) Building  
120 Walton Avenue, Room D101P  
Bronx, NY 10451  
718 518-4454 (Voice/TTY)

**Course Grading:**

The grade that is recorded at the end of the semester will represent a holistic assessment of the student’s academic performance. More than 80% of all written work will constitute your grade for the course; the journal-learning log entries, formal papers (6), self-assessments, in-class and/or informal writing assignments, research project, and conferences are all considered integral to your success in the course and your final grade. All activities, assignments, punctuality, attendance, etc. are valued and contribute to the “holistically-achieved” grade. Therefore, **upon successful passage of the ACT Compass Reading exam the possible grades are A, A-, B+, B, B-, C+, C, D, F; unsuccessful passage of the ACT Compass Reading exam, the only possible grades are R or F.** Throughout the semester, the instructor and each student will confer about her/his academic progress. Remember, too, a student *earns* a grade and the teacher *records* the “earned” grade– the teacher *does not “give”* a grade.

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**Pledge:** As a community of learners, we commit ourselves to working together to become effective readers, writers, thinkers, problem-solvers, and learners.

**The area of inquiry:**

**How can we become effective readers, writers, thinkers and mathematics learners?**

**Outline of Semester Schedule—utilizing course readings:**

Albom, Mitch. *Tuesdays with Morrie: An Old Man, A Young Man, and Life's Greatest Lesson*.

Haddon, Mark. *The Curious Incident of the Dog in the Night-Time*.

**UNIT ONE: Narration – Introduction; vocabulary in context; main ideas  
(Haddon 1 – 61; Albom 1 – 89)**

Week 1, T8/28: How can we become better readers and thinkers?

Week 2, T9/04: What are the reading and writing processes?

Week 3, T9/11: Why do we define and describe things?

Week 4, T9/18: NO ENG 92

**UNIT TWO: Development; supporting details; implied main ideas and the central point;  
seeing relationships**

**(Haddon 61 – 102; Albom 90 – 129)**

Week 5, T9/25: NO ENG 92

Week 6, T10/02: What is the point? What are supporting details?

Week 7, T10/09: How can we analyze what is suggested?

Week 8, T10/16: How do we illustrate or provide examples?

**UNIT THREE: Connections; seeing relationships 2; inferences; purpose and tone; argument  
(Haddon 102 – 155; Albom 130 – 170)**

Week 9, T10/23: What are transitions and patterns of organizations?

Week 10, T10/30: Why do we classify things?

Week 11, T11/06: How do we compare and contrast?

Week 12, T11/13: How do we analyze causes and effects?

**UNIT FOUR: Directions; critical reading**

**(Haddon 155 – 221; Albom 171 – 192; Film: *Tuesdays with Morrie*)**

Week 13, T11/20: How do we read between the lines? How do we argue?

Week 14, T11/27: How do we put it all together? How do we read critically by separating fact from opinion, detecting propaganda, and recognizing errors in reasoning?

Week 15, T12/04: What are *my* final thoughts and preparations for the end of the semester, ACT Reading Compass examination, and the future?

Week 16, T12/11: What did *I* learn from what *I* read this semester? Did I become a more effective reader, writer, thinker and mathematics learner?

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**DIRECTIONS:** Ask each of the following questions of a different person. Underline the answer given by the person. Print the person's name next to the question.

**Are you ...**

1. more like a mathematician or a musician? \_\_\_\_\_
2. more like even or odd? \_\_\_\_\_
3. more like chess or dominoes? \_\_\_\_\_
4. more like a leader or a follower? \_\_\_\_\_
5. more like a laugher or frowner? \_\_\_\_\_
6. more clumsy or graceful? \_\_\_\_\_
7. more curious or disinterested? \_\_\_\_\_
8. more like a dog or a cat? \_\_\_\_\_
9. more a lover of reading or math? \_\_\_\_\_
10. more like the present or the future? \_\_\_\_\_
11. more like winter or summer? \_\_\_\_\_
12. more like a mosquito or a sand fly? \_\_\_\_\_
13. more like a mango or a banana? \_\_\_\_\_
14. more like the moon or the sun? \_\_\_\_\_
15. more like a saver or a spender? \_\_\_\_\_
16. more like a fraction or whole number? \_\_\_\_\_
17. more like "The early bird that catches the worm" or "Better late than never?"  
\_\_\_\_\_
18. more like an insider or outsider? \_\_\_\_\_
19. more like orange juice or apple juice? \_\_\_\_\_
20. more like a book or the movies? \_\_\_\_\_
21. more like a scientist or a teacher? \_\_\_\_\_



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**ACTIVITY: LIKES AND DISLIKES**

**In the *Curious Incident of the Dog in the Night-Time*, Christopher had many likes and dislikes.  
List your likes:**

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List your dislikes:

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**Lesson Topic/Focus:** Journal-Learning Log

**Lesson Essential/Guiding Question:** How can I become an effective reader, writer, thinker and mathematics learner?

**Estimated duration of lesson:** throughout semester

**Targeted Lesson Standards:** NYS Common Core Standards Reading 1, 2, 10; Writing 1, 9

**Academic Expectations:**

Students will utilize the journal-learning log to record observations, reflections, speculations, questions, problem stating-solving about reading, writing, mathematical processes.

- R1) Students should read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R2) Students should determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R10) Students should read and comprehend complex literary and informational texts independently and proficiently.
- W1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W9) Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Enduring Knowledge & Understandings:**

- The importance of documenting learning and adopting a system for reflection and analysis
- Making connections
- Providing evidence

**Assessment for Lesson**

Core Content for Assessment:

**Learning Log:** In order to record and keep a written document of your semester’s reflections on readings, activities, and academic progress, you should maintain a learning log. During the semester, we will read various fictional and nonfictional texts, which are recorded “stories.” We will also develop our individual and group stories through various reading and writing projects that utilize the learning log. This learning log will be an essential tool for drawing connections between reading, writing, and mathematics.

*Example of formative/summative assessments*

- Journals/Learning log
- Self-Assessment/Reflection

**Alignment to Summative/End of Unit Assessment**

The learning log assignment, which entails weekly entries, involves both formative and summative assessment. It is maintained throughout the semester by the student and documents prior and acquired knowledge; additionally, the learning log reflects the student’s discoveries and incremental growth.

**Learning Targets**

**Students Will Know.....**

- how to identify themes, ideas, issues, problems, etc. in the text
- how to summarize
- how to identify examples

- how to infer meaning
- how to recognize figurative language such as metaphor and simile
- how to define unfamiliar words using context, inference, and a dictionary

**Students Will Be Able To Do.....**

- acquire and apply active reading skills
- improve vocabulary
- interpret texts, differentiating between major/minor details, fact and opinion, implicit inferences and explicit conclusions, and tone
- recognize illustration, narration, description, process, comparison/contrast, and cause/effect
- summarize texts, differentiating between thesis and support
- organize ideas and communicate clearly orally and in writing

**Lesson Overview: Learning Log**

This is exploratory writing, a record of your reflections, activities, and progress throughout the semester. The journal is an essential repository for your insights and discoveries about reading, writing, and mathematics generally, and the particular themes in the various texts and activities. Entries should be at least a page once a week and completed out-of-class. The students and instructor will determine a date for the journal submission. On the due date, usually two weeks before the end of the semester, the student will submit the journal and confer with the instructor.

**1. Assessment/assessment task**

The following indicators will determine if the targets have been met:

- Weekly, students share an inquiry explored in the learning log
- Students confer with the instructor at various junctures of the semester – initial, midterm, and final assessment

**2. Activating prior knowledge/Connections to previous instruction:**

Activating prior knowledge and making connections will be presented through a multi-level activity, which requires the student to narrate (write) a learning story, list facts known about learning, identify challenges to learning, discuss their responses, and read and analyze a text.

- The learning log will help students to develop skills in the areas of literacy, inquiry learning, and technology integration.
- Students will use technology to conduct research

**3. Resources**

- Texts (nonfiction and fiction)
- Examples of learning logs

**4. Wrap-up/Student Reflection**

The learning log itself is a reflective tool, which is designed for student acquisition of self-monitoring and recognition of academic growth.