



Unit Planner: Grit, Mindset and the College Application Essay

English 7

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High School > 2018-2019 > Grade 12 > English Language Arts > English 7 (C) > Week 1 - Week 8

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Grit, Mindset and the College Application Essay

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Big Ideas / Enduring Understandings

Your Grit and Mindset have a major impact on your life.

Becoming an active reader is important for college and career success.

The task, purpose and audience must be considered when writing college application essays and personal statements.

Essential Questions

Why is your mindset and level of grit important?

What does it mean to be an active reader?

Why is it important to consider purpose and audience while writing college application essays and personal statements?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Informational Text

Key Ideas and Details

1. 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.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Writing

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Language

Vocabulary Acquisition and Use

4. 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.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- 1. Mindset
 - Fixed
 - Growth
- 2. True Grit
 - Definition
 - Application
- 3. Annotation - Gist and Talkback
- 4. Paraphrasing
- 5. CAT-W and Personal Statement
 - organization
 - development
 - anecdote
 - purpose
 - audience
- 6. College Application Essay
 - Personal Statement

Skills / Strategies

- 1. Determine meaning of unknown words
- 2. Reading for gist and talkback (CUNY annotation terms):
 - Determine two or more central ideas of a text
 - Cite specific textual evidence
 - Question text (determine shortcomings of text)
- 3. Writing other's thoughts in ones' own words.
- 4. Write Collge Placement essays
 - Organize writing to address task and purpose
 - Understand purpose of the prompt
 - Support personal statements/ essays with specific details
 - Identify unique quality to present as an anecdote
 - Consider purpose and audience while writing

Key Terms / Vocabulary

- Mindset
 - Fixed Mindset
 - Growth Mindset
- Grit
- Annotation
- Gist
- Talkback
- organization
- development
- anecdote
- purpose
- audience
- Paraphrasing

Syllabus

Learning Plan & Activities

Please include Theatre Modalities when appropriate

Activities include CUNY reading strategies for active readers. (Gist and Talkback)

Determine central ideas of text

Seek evidence within text to support writing

Reading directions and prompts to understand tasks.

Determining appropriate response for task, purpose and audience.

Organize and develop writing

ELL Modifications

1. Extended time for assessment and assignments.
2. The Frayer Model
3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work

Special Education Mods- Differentiation

Provide extended time for writing task/ assessments
Provide multiple templates to support students as they write essays

Provide multiple options for essay prompts

Assessments

Depth of Knowledge (DOK) Levels

CUNY At Home In College Workbook

Summative: DOK 2 Basic Application: Other: Student Portfolio

1. Students complete active reading strategies with non-fiction text selections to learn the difference between growth and fixed mindsets by focussing on CCLS Reading Informational Text 1 & 2.

2. All work is recorded in the student's blue CUNY workbook.

College Application Essay

Formative: DOK 2 Basic Application: Written: Essay

Students use information learned from the CUNY workbook to write several college application essays. Additionally, all student application essays are edited and revised in class to support students as they apply to college.

CUNY CAT-W Exam

Written: Essay

Students are given a prompt along with a piece of non-fiction text to write a response for the College Placement Exam

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

Why Do People Do What they Do? An Invitation to College Reading and Writing, by Nancy-Laurel Pettersen

This is the CUNY At Home In College workbook with a focus on informational text related to reading and writing skill with psychology based content.

Focus

- Whole class
- Small group
- Guided reading
- Group

Text Features

- Informational



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