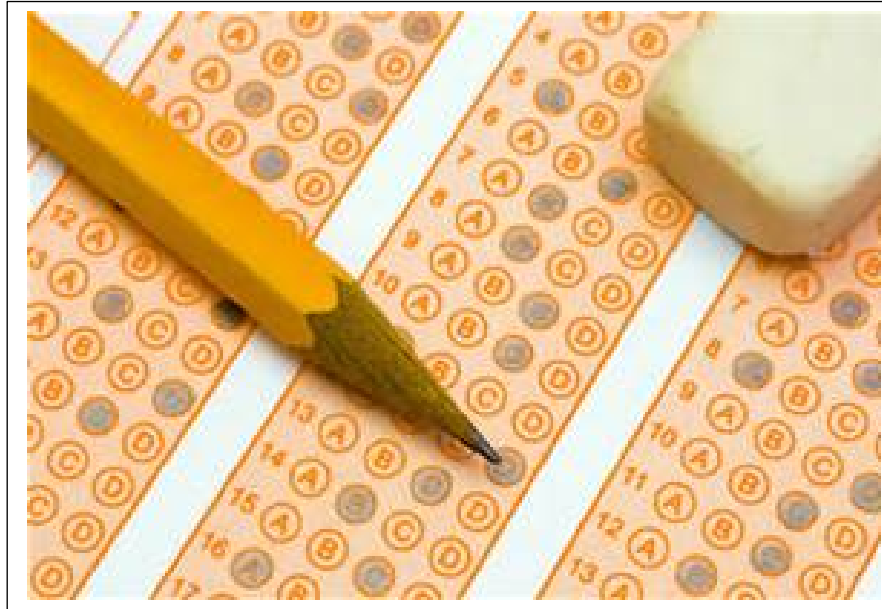


SAT PREP Curriculum



Grade 11: Unit Two

CONTENT-BASED ESSAY WRITING

Course Description

SAT Prep for Language Arts consists of specific instruction in reading, writing, vocabulary, critical thinking, and grammar. The instruction is designed to prepare students for the standardized college entrance exam, the Scholastic Aptitude Test (which is graded on a curve) and to familiarize them with the ACT (American College testing, which is not graded on a curve) should they wish to take that exam. Students will also learn strategies for answering the different types of multiple choice questions. Additionally, students will be challenged to write an essay analyzing how the author of a persuasive passage supports an argument to persuade an audience.

The SAT has been redesigned; the new SAT will be given starting in May, 2016, and is now aligned to the Common Core State Standards. The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. The following are key shifts called for by the Common Core, and how those shifts are reflected on the new SAT:

1. Regular practice with complex texts and their academic language

Common Core: The ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*). The standards ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. The standards include certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare.

SAT: The SAT continues to use college level reading passages for its Critical Reading section. On the redesigned SAT, at least one passage will be from a foundational U.S. document, or a text containing an issue based on citizenship or global concerns. Vocabulary is no longer tested in isolation; all vocabulary questions are based on words used in context in the critical reading passages.

2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational

Common Core: The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer

questions that depend on their having read the texts with care. The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of *text-dependent* questions, whose answers require inferences based on careful attention to the text.

SAT: The SAT essay is now a content-based essay analyzing a persuasive text. Students are expected to explain the author's techniques and to use evidence from the text to support that analysis. The Writing and Language test questions are also no longer isolated sentences, but are questions about usage and sentence structure issues in the context of a complete text. In some Writing and Language test questions, students will be asked to interpret graphics and edit the accompanying passages so that they accurately convey the information in the graphics. The critical reading questions will also contain at least one question per passage that asks students to select evidence to support their answer to the previous question.

3. Building knowledge through content-rich nonfiction

Common Core: Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. In grades 6-12, there is much greater attention on the specific category of literary nonfiction, which is a shift from traditional standards. Also in grades 6-12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

SAT: The passages in the critical reading section of the test are 80% non-fiction and 20% fiction; the Writing and Language test passages are all non-fiction. Throughout the redesigned SAT, students will engage with questions grounded in the real world, questions directly related to the work performed in college and career

Since the SAT has been redesigned to align with the new Common Core Standards, the content of this course will also be useful to students when they take the PARCC exams.

(excerpted from <http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/> and from <https://www.collegeboard.org/delivering-opportunity/sat/redesign>)

Pacing Chart		
Unit 1	Critical Reading	Four weeks
Unit 2	Content-Based Essay Writing	Four weeks
Unit 3	Writing and Language	Nine weeks*
Review & Final Exam		Three Days

*This curriculum is scaffolded in that the Critical Reading unit will extend into the content portion of the Content-Based Essay Writing unit, and the revising and editing portion of the Content-Based Essay Writing unit will extend into the Writing and Language Skills Unit. Students can continue to work on practice essays as they learn and apply to their essays the grammar skills that are on the SAT. Teachers may choose to spend more time on the units that will benefit their students the most.

Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Career Ready Practices

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Methods of Instruction/Effective Pedagogical Routines/Instructional Strategies

- | | |
|---|--|
| <ul style="list-style-type: none"> Marzano Vocabulary 6 step process and academic vocabulary charts Pre-writing, writing, editing, publishing Rereading & rewriting Interdisciplinary teaching (written responses to materials presented in other subjects) Individual and collaborative problem-solving & decision-making Peer Editing / Peer Coaching Individual, small group and class instruction Use of technology (for research and for essay preparation, revision, and editing) Showing the natural form that follows the function in any writing genre Model (I Do), Guided Practice (We Do), Independent Practice(You Do) | <ul style="list-style-type: none"> Quick Writes Pair/trio sharing Turn and Talk Modeling Coaching Reading partners Visuals Reading Aloud Mind Mapping Multiple Response Strategies Making thinking visible Note-taking Diagrams, charts, graphs, and graphic organizers Establishing text-based norms for discussions & writing Establishing metacognitive reflection & articulation as a regular pattern in learning |
|---|--|

Educational Technology

Standards

8.1.12.A.1; 8.1.12.A.2; 8.1.12.A.3; 8.1.8.B.1; 8.1.12.C.1; 8.1.12.D.1; 8.1.12.E.1; 8.1.12.F.1

➤ **Technology Operations and Concepts**

- ☐ Create a personalized digital portfolio that contains exemplary projects and activities, which reflects personal and academic interests, achievements, and career aspirations, by using a variety of digital tools and resources.
- ☐ Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- ☐ Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

➤ **Creativity and Innovation**

- ☐ Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➤ **Communication and Collaboration**

- ☐ Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➤ **Digital Citizenship**

- ☐ Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

➤ **Research and Information Literacy**

- ☐ Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➤ **Critical Thinking, Problem Solving, Decision Making**

- ☐ Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

LINK: <http://www.state.nj.us/education/cccs/2014/tech/>

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outlines • Break assignments down into parts 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading and writing partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short, manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning • Use materials that are at the student's reading level 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers • Notebook sections for easy / quicker reference
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spelling and grammar check • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Read directions aloud • Use IEP test accommodations 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Color code materials • Display daily objective / DOL

Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs

- Adaption of Material and Requirements
- Elevated Vocabulary Level
- Elevated Text Complexity
- Additional Reading Assignments
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended Activities or Projects

Seek to build each learner's capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Produce products that express insight, creativity, and excellence; and demonstrate higher level thinking and making connections.
- Show the ability to grasp concepts and make real world and cross curricular connections.
- Produce a higher quality of work than the norm for the given age group

Assessments

Suggested Formative/Summative Classroom Assessments

Timed Practice SAT Tests
Portfolios
Essays
Revising and Editing Activities
Grammar and Editing Activities
Computer Based Editing Activities
Short Constructed Response Questions
Quizzes
Exit Slips
Homework
Multiple Choice Questions
Journals
Quick Writes
Student Conferencing
Personalized Writing Logs
Online Grammar Quizzes and Activities

Interdisciplinary Connections

- Critical Reading – synthesis, analysis, use of evidence - all content areas, especially science, social studies, humanities,
- Passage-based writing – analysis, use of evidence - all content areas, especially science, social studies, humanities
- Revision and editing of the writing of others – all content areas, especially science, social studies, humanities

Common Core State Standards: Content-Based Essay Writing Unit

CCSS: READING INFORMATION

Key Ideas and Details:

CCSS.ELA-Literacy.RI.11-12.1 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.

CCSS.ELA-Literacy.RI.11-12.2 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.

CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

CCSS.ELA-Literacy.RI.11-12.4 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).

CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCSS: READING HISTORY / SOCIAL STUDIES

Key Ideas and Details:

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Craft and Structure:

CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS: READING SCIENCE & TECHNICAL SUBJECTS

Key Ideas and Details:

CCSS.ELA-Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Craft and Structure:

CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

CCSS.ELA-Literacy.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CCSS.ELA-Literacy.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS: WRITING

Text Types and Purposes:

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.W.11-12.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.1.e Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.11-12.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9.b Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Range of Writing:

CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS: WRITING FOR HISTORY / SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Text Types and Purposes:

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content. (See CCSS.ELA-Literacy.W.11-12.1a-e)

Production and Distribution of Writing:

CCSS.ELA-Literacy.WHST.11-12.4

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

CCSS.ELA-Literacy.WHST.11-12.5

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.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-Literacy.WHST.11-12.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS: LANGUAGE

Conventions of Standard English:

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.11-12.5.b Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately 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.

Grade: Eleventh	Unit 2: Content-Based Essay Writing (4 Weeks)	Topic: Written Analysis of an Argument
Common Core State Standards (CCSS): RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.8, RI.11-12.9, RI.11-12.10, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.10, RST.11-12.1, RST.11-12.2, RST.11-12.4, RST.11-12.5, RST.11-12.6, RST.11-12.10, W.11-12.1, W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10, WHST.11-12.1, WHST.11-12.4, WHST.11-12.5, WHST.11-12.9, WHST.11-12.10, L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.5, L.11-12.6		

NJDOE Student Learning Objective	Essential Questions	Skills, Strategies & Concepts	Sample Activities	Resources
1. The student will demonstrate accurate and effective comprehension of the source text.	<ul style="list-style-type: none"> Does the essay demonstrate accurate and effective comprehension of the source text? 	Analyze and evaluate text meaning.	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.
2. The student will demonstrate understanding of central ideas, important details, and their interrelationship.	<ul style="list-style-type: none"> Does the essay demonstrate an understanding of the text's central ideas and important details? 	Analyze and evaluate central idea and important details; determine the relationship between central idea and important details.	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.

NJDOE Student Learning Objective	Essential Questions	Skills, Strategies & Concepts	Sample Activities	Resources
3. The student will accurately interpret and represent the source text.	<ul style="list-style-type: none"> Does the essay demonstrate accurate interpretation of the text? 	Analyze and interpret text meaning.	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.
4. The student will demonstrate understanding of the source text through the use of appropriate textual evidence.	<ul style="list-style-type: none"> Does the essay demonstrate understanding of the text through the use of appropriate textual evidence? 	Analyze, evaluate, and select the appropriate evidence to use to support a claim.	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.
5. The student will effectively and accurately analyze the source text and demonstrate understanding of the analytical task.	<ul style="list-style-type: none"> Does the essay demonstrate accurate analysis of the text? 	Analyze task and apply to accurate article analysis.	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.
6. The student will evaluate the author's use of evidence, reasoning, and stylistic and persuasive elements.	<ul style="list-style-type: none"> Does the essay demonstrate effective evaluation of the author's use of evidence, reasoning, and stylistic and 	Analyze and evaluate the author's use of evidence, reasoning, and stylistic elements in the support of a claim.	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.

NJDOE Student Learning Objective	Essential Questions	Skills, Strategies & Concepts	Sample Activities	Resources
	persuasive elements?			
7. The student will use relevant and sufficient support for his or her claims or points.	<ul style="list-style-type: none"> Does the essay demonstrate the use of relevant and sufficient support and evidence for its claims? 	Analyze, evaluate, and cite sufficient and relevant evidence to use to support a claim.	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.
8. The student will accurately utilize the relevant features of the text in analyzing the author's argument.	<ul style="list-style-type: none"> Does the essay demonstrate a usage of the features of the text that are the most relevant to the task? 	Analyze, evaluate, and select the appropriate and relevant features of the author's argument to use in an article analysis.	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.
9. The student will use an effective and accurate central claim.	<ul style="list-style-type: none"> Does the essay demonstrate the use of an effective and accurate central claim? 	Evaluate article and task to select an accurate and effective central claim.	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.
10. The student will use effective organization, and demonstrate a clear and logical progression of ideas.	<ul style="list-style-type: none"> Does the essay demonstrate an effective organization, and a clear and logical progression of ideas? 	Essay organization, cohesion, and structure; paragraph organization, cohesion, and structure; transitions; introduction and conclusion writing.	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.

NJDOE Student Learning Objective	Essential Questions	Skills, Strategies & Concepts	Sample Activities	Resources
11. The student will use a variety of sentence structures.	<ul style="list-style-type: none"> Does the essay demonstrate the usage of a variety of sentence structures? 	Syntax and sentence structure.	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.
12. The student will use precise word choice and elevated vocabulary.	<ul style="list-style-type: none"> Does the essay demonstrate usage of precise word choice and elevated vocabulary? 	Word choice, appropriate language usage, knowledge of elevated vocabulary.	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.
13. The student will maintain a consistent and appropriate formal style and objective tone.	<ul style="list-style-type: none"> Does the essay demonstrate and maintain a consistent and appropriate formal style and objective tone? 	Style, tone, elimination of bias.	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.
14. The student will demonstrate command of the conventions of standard written English.	<ul style="list-style-type: none"> Does the essay demonstrate usage of the conventions of standard English grammar? 	Standard English usage, mechanics, spelling, and punctuation	Sample essay prompts, article analyses, analysis of exemplar essays, revising and editing activities.	Supplementary articles, online SAT resources, SAT essay practice prompts, exemplar essays, student writing.

Unit 2 Vocabulary

Where possible, use vocabulary in context by selecting challenging words from the readings.

In addition to those listed here, any college level vocabulary words may be used as a part of this unit. The words selected from these or other lists should be those that are connected in some way or lend themselves to the readings. Synonyms should be taught together.

Resources for Academic vocabulary

BERKELEY UNIFIED SCHOOL DISTRICT: Grade Level Academic Vocabulary:

http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf

Eccentric	Extroverted	Intransigent	Obscure	Abrogate	Ephemeral	Milieu	Substantial
Ecstatic	Fastidious	Intrepid	Obstinate	Acerbic	Epiphany	Myopic	Subtlety
Elated	Fervent	Introverted	Obtuse	Ameliorate	Facetious	Nefarious	Succinct
Eloquent	Fickle	Invigorated	Ominous	Amend	Finite	Obsequious	Suffice
Embellish	Florid	Irreproachable	Opulent	Arbitrarily	Formulate	Offset	Superfluous
Emulate	Flourish	Irresolute	Ostentatious	Archaic	Fortuitous	Omnipotent	Symbiotic
Enervated	Fortuitous	Labyrinth	Ornate	Articulated	Frivolity	Pejorative	Ubiquitous
Enervating	Frivolous	Lavish	Pacific	Auspicious	Frivolous	Periphery	Underlying
Enhance	Frugal	Loathing	Pallid	Banal	Hinder	Pertinent	Assumption
Enigma	Galvanize	Lucid	Paragon	Calibrate	Hubris	Posit	Unilateral
Enigmatic	Genial	Machinations	Parsimony	Capricious	Inane	Predictability	Usage
Enmity	Gregarious	Maxim	Penitent	Caveat	Incognito	Predictor	Usurp
Ephemeral	Hackneyed	Meager		Connotative	Indispensable	Recapitulate	Vehement(ly)
Eradicate	Haughty	Meticulous		Consolidate	Infrastructure	Recede	Vested
Erratic	Hedonist	Misanthrope		Conversely	Insulated	Reciprocal	Vilify
Erroneous	Heinous	Mitigate		Deleterious	Intangible	Rescind	Visceral
Euphoric	Humble	Morose		Denote	Itemize	Restraint	Whereas
Evanescent	Innocuous	Munificent		Didactic	Gist	Salient	Whereby
Exacerbate	Insipid	Naïve		Disparaging	Juxtaposition	Sought	Wrought
Extol	Insolent	Notorious		Divulge	Levity	Specificity	With
Extravagant	Interminable	Obdurate		Dogmatic	Lexicon	Staggering	
				Eclectic	Loquacious	Subjugate	

Unit 2 Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>Independent article analysis</p> <p>Book report</p> <p>Multi-article analysis and synthesis</p> <p>Comparison Essay</p> <p>Mini research project</p>	<p>*Use Microsoft Word editing tools for all writing projects so students can see their errors and how to correct them.</p>

Rubrics and Resources:

SAT Practice Tests

Test Specifications and Sample Questions:

https://www.collegeboard.org/sites/default/files/test_specifications_for_the_redesigned_sat_na3.pdf

CollegeBoard. (2015). Change for a Reason: The Redesigned SAT. Retrieved from <https://www.collegeboard.org/delivering-opportunity/sat>

Sample questions on Collegeboard.com: <https://collegereadiness.collegeboard.org/sample-questions>

Download four new sample tests (the same ones are available on Khan Academy): <https://collegereadiness.collegeboard.org/sat-suite-assessments/practice/practice-tests>

Sign up for free account; **four diagnostic quizzes** in addition to a full length SAT. Students can sign up and complete these online.

<https://www.khanacademy.org/sat>

Vocabulary

Marzano's Six Step Process for teaching Vocabulary: http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf

Academic Vocabulary Lists and resources: http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf

Academic Vocabulary lists: <http://www.englishcompanion.com/pdfDocs/acvocabulary2.pdf>

<http://www.spellingcity.com/academic-vocabulary.html>

Marzano's academic vocabulary for language arts: [https://soltreemrls3.s3-us-west-](https://soltreemrls3.s3-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/reproducibles/vocab-common-core/sourcelistforterms-MR.pdf)

[2.amazonaws.com/marzanoresearch.com/media/documents/reproducibles/vocab-common-core/sourcelistforterms-MR.pdf](https://soltreemrls3.s3-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/reproducibles/vocab-common-core/sourcelistforterms-MR.pdf)

Rubrics and Exemplars

Previous SAT Essay Rubric: <https://sat.collegeboard.org/scores/sat-essay-scoring-guide> - contains the rubric and exemplar essays

New SAT exemplar essays and scores: <https://collegereadiness.collegeboard.org/sample-questions/essay>

Essay Scoring Rubric: New SAT Essay

Score	4: Advanced	3: Proficient	2: Partial	1: Inadequate
Reading	<p>The response demonstrates thorough comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.</p> <p>The response is free of errors of fact or interpretation with regard to the text.</p> <p>The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</p>	<p>The response demonstrates effective comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) and important details.</p> <p>The response is free of substantive errors of fact and interpretation with regard to the text.</p> <p>The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p>	<p>The response demonstrates some comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) but not of important details.</p> <p>The response may contain errors of fact and/or interpretation with regard to the text.</p> <p>The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.</p>	<p>The response demonstrates little or no comprehension of the source text.</p> <p>The response fails to show an understanding of the text's central idea(s), and may include only details without reference to central idea(s).</p> <p>The response may contain numerous errors of fact and/or interpretation with regard to the text.</p> <p>The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</p>

Score	4: Advanced	3: Proficient	2: Partial	1: Inadequate
Analysis	<p>The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.</p> <p>The response offers a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.</p> <p>The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.</p> <p>The response focuses consistently on those features of the text that are most relevant to addressing the task.</p>	<p>The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.</p> <p>The response competently evaluates the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.</p> <p>The response contains relevant and sufficient support for claim(s) or point(s) made.</p> <p>The response focuses primarily on those features of the text that are most relevant to addressing the task.</p>	<p>The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.</p> <p>The response identifies and attempts to describe the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing, but merely asserts rather than explains their importance, or one or more aspects of the response's analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made.</p> <p>The response may lack a clear focus on those features of the text that are most relevant to addressing the task.</p>	<p>The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.</p> <p>The response identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's choosing, or numerous aspects of the response's analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p> <p>The response may not focus on features of the text that are relevant to addressing the task, or the response offers no discernible analysis (e.g., is largely or exclusively summary).</p>

Score	4: Advanced	3: Proficient	2: Partial	1: Inadequate
Writing	<p>The response is cohesive and demonstrates a highly effective use and command of language.</p> <p>The response includes a precise central claim.</p> <p>The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.</p>	<p>The response is mostly cohesive and demonstrates effective use and control of language.</p> <p>The response includes a central claim or implicit controlling idea.</p> <p>The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.</p>	<p>The response demonstrates little or no cohesion and limited skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.</p> <p>The response may include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response.</p> <p>The response has limited variety in sentence structures; sentence structures may be repetitive. The response demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone.</p> <p>The response shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.</p>	<p>The response demonstrates little or no cohesion and inadequate skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea.</p> <p>The response lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.</p> <p>The response lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.</p> <p>The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.</p>