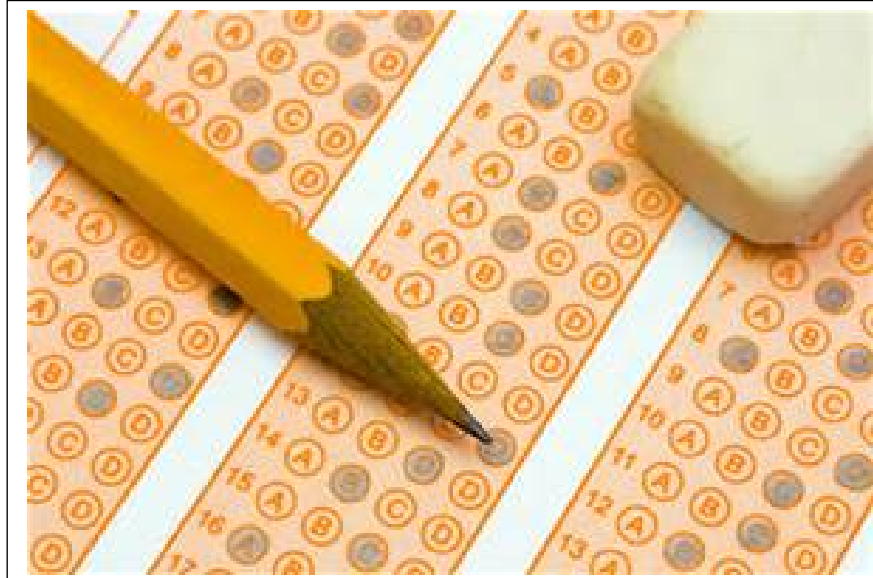


SAT PREP Curriculum



Grade 11: Unit Three

WRITING AND LANGUAGE

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

Accommodate Based on Students individual Needs: Strategies

- 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

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: Writing and Language Unit

CCSS: READING LITERATURE

Key Ideas and Details:

CCSS.ELA-Literacy.RL.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.RL.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, 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 literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

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.

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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.

Integration of Knowledge and Ideas:

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

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.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.W.11-12.2.e 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.11-12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-Literacy.W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.a Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

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.

CCSS.ELA-Literacy.WHST.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 the claim(s), counterclaims, reasons, and evidence.

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

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

CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-Literacy.WHST.11-12.2.a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.WHST.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.WHST.11-12.2.c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.WHST.11-12.2.d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-Literacy.WHST.11-12.2.e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

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.

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.

CCSS.ELA-Literacy.L.11-12.2.a Observe hyphenation conventions.

CCSS.ELA-Literacy.L.11-12.2.b Spell correctly.

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.11-12.4 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.

CCSS.ELA-Literacy.L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.11-12.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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 3: Writing and Language	Topic: Analyzing Expression of Ideas and the use of Standard English Conventions
Common Core State Standards (CCSS): RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.9, RL.11-12.10, 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.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, 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.11-12.7, RST.11-12.10, W.11-12.1, W.11-12.2, W.11-12.3, W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10, WHST.11-12.1, WHST.11-12.2, WHST.11-12.4, WHST.11-12.5, WHST.11-12.10, L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6		

NJDOE Student Learning Objective	Essential Questions	Skills, Strategies & Concepts	Sample Activities	Resources
1. The student will add, revise, or retain central ideas, claims, counterclaims, and topic sentences, to structure text and convey arguments, information, and ideas clearly and effectively.	<ul style="list-style-type: none"> Are the author's claims, arguments, and information logically sequenced? Does the organization convey the author's ideas clearly and effectively? 	Analysis of author's proposition within text structure.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.
2. The student will add, revise, or retain information and ideas (e.g., details, facts, and statistics) intended to support claims or points in text.	<ul style="list-style-type: none"> Does the author's use and organization of evidence sufficiently support his or her claims? 	Analysis of author's use of support within text structure.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.

NJDOE Student Learning Objective	Essential Questions	Skills, Strategies & Concepts	Sample Activities	Resources
3. The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.	<ul style="list-style-type: none"> Is the author's use of information and ideas in the text relevant to the topic and purpose? Does the author choose the best supporting details to advance his or her meaning and purpose? 	Analysis of author's focus within text structure.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.
4. The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.	<ul style="list-style-type: none"> Does the author's use of graphs, charts, or tables support and advance his or her meaning and purpose? 	Analysis of author's use of quantitative information within text structure.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.
5. The student will revise text as needed to ensure that information and ideas are presented in the most logical order.	<ul style="list-style-type: none"> Are the author's ideas and information logically sequenced? 	Analysis of logical sequence of author's ideas within text structure.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.

NJDOE Student Learning Objective	Essential Questions	Skills, Strategies & Concepts	Sample Activities	Resources
6. The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.	<ul style="list-style-type: none"> Does the author clearly begin, connect, and conclude his or her ideas within the context of his or her purpose to create a cohesive structure? 	Analysis of author's use of introductions, conclusions, and transitions within text structure.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.
7. The student will revise text as needed to improve the exactness or content appropriateness of word choice.	<ul style="list-style-type: none"> Does the author word choice best convey his or her exact meaning and support his or her argument? 	Analysis of author's precise word choice within text structure.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.
8. The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).	<ul style="list-style-type: none"> Does the author's word choice demonstrate economy of expression? 	Analysis of author's economy of word choice, and errors in wordiness and redundancy.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.

NJDOE Student Learning Objective	Essential Questions	Skills, Strategies & Concepts	Sample Activities	Resources
9. The student will revise text as necessary to ensure consistency of style and tone within a text or to improve the match of style and tone to purpose.	<ul style="list-style-type: none"> Does the author's use of style and tone match the author's purpose? 	Analysis of author's style and tone within text structure.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.
10. The student will use various sentence structures to accomplish needed rhetorical purposes.	<ul style="list-style-type: none"> Does the author's use of sentence structure and rhetorical choices accomplish his or her purpose? 	Analysis of authors' use of syntax to accomplish rhetorical purposes.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.
11. The student will correct problems in sentence formation and inappropriate shifts in construction within and between sentences.	<ul style="list-style-type: none"> Does the author follow the conventions of standard English grammar? 	Analysis of correct sentence structure, including identifying run-ons, fragments, dangling or misplaced modifiers, and correct use of subordination, coordination, and parallel structure.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.

NJDOE Student Learning Objective	Essential Questions	Skills, Strategies & Concepts	Sample Activities	Resources
12. The student will correct inappropriate shifts in verb tense, voice, and mood and pronoun person and number.	<ul style="list-style-type: none"> Does the author follow the conventions of standard English grammar? 	Analysis of errors in verb tense, voice, and mood, and pronoun person and number.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.
13. The student will focus on editing text to ensure conformity to the conventions of standard written English usage.	<ul style="list-style-type: none"> Does the author follow the conventions of standard English grammar? 	Analysis of errors in pronoun usage, clarity, and case, possessive determiners vs. contractions, pronoun-antecedent agreement, subject-verb agreement, noun agreement in number, frequently confused words, logical comparison, and conventional expression.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.
14. The student will focus on editing text to ensure conformity to the conventions of standard written English punctuation.	<ul style="list-style-type: none"> Does the author follow the conventions of standard English punctuation? 	Analysis of errors in end-of-sentence and within-sentence punctuation, punctuation of possessive nouns and pronouns, punctuation of items in a series, punctuation of nonrestrictive and parenthetical elements, and unnecessary punctuation.	Multiple choice questions, revising and editing activities.	Supplementary articles, online SAT resources, SAT practice tests (old and new), student writing.

Unit 3 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

penurious	peripheral	perplexed	perseverant	persevered	abrogate	consolidate	conversely	deleterious	denote
perspective	perspicacious	philanthropist	placid	poignant	acerbic	didactic	disparaging	divulge	dogmatic
pompous	pretentious	prodigy	profound	prudent	ameliorate	eclectic	ephemeral	epiphany	facetious
pugnacious	punctilious	quandary	querulous	raconteur	amend	arbitrarily	finite	archaic	formulate
radiant	ravenous	recluse	reclusive	refined	caveat	connotative	fortuitous	frivolity	frivolous
reproach	reputable	resolute	resolution	revelry	hinder	hubris	inane	incognito	indispensable
revere	reverence	sagacious	sanguine	scrupulous	infrastructure	insulated	intangible	itemize	gist
serene	skeptical	smug	somber	spurious	juxtaposition	levity	lexicon	loquacious	milieu
squelch	steadfast	stingy	stoic	succinct	myopic	nefarious	obsequious	offset	omnipotent
succumb	sullen	supplant	surfeited	surplus	pejorative	periphery	pertinent	posit	predictability
surreptitious	tactful	tenacious	tenacity	terse	predictor	recapitulate	recede	reciprocal	rescind
theatrical	timid	tranquil	transient	trivial	restraint	salient	sought	specificity	staggering
undermine	unscrupulous	untenable	utopian	vacillating	subjugate	substantial	subtlety	succinct	suffice
venerated	vilify	virtuoso	virulent	vitriolic	superfluous	sympiotic	ubiquitous	underlying	assumption
wane	wavered	wax	zeal	zealous	unilateral	usage	usurp	vehement(ly)	vested
					vilify	viscera	whereas	whereby	wrought
					with				

Unit 3 Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>Independent article analysis</p> <p>Book report</p> <p>Multi-article analysis and synthesis</p> <p>Mini research project</p>	<p>Online grammar quizzes and practice</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:

There are no rubrics for the SAT Writing and Language Test. Test specifications and sample test questions for the Writing and Language Test can be found at https://www.collegeboard.org/sites/default/files/test_specifications_for_the_redesigned_sat_na3.pdf

SAT Practice Tests

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-2.amazonaws.com/marzanoresearch.com/media/documents/reproducibles/vocab-common-core/sourcelistforterms-MR.pdf>