



ANSONIA PUBLIC SCHOOLS

SAT EBRW Prep: Reading Between the Lines (Grades 10 and 11)

Courtesy · **P**ride · **P**erseverance · **C**ooperation

Chargers Promoting Positive Change

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, civic, and social success. Students will be college and career ready in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others, and property within our school community

Ansonia's Vision of a Graduate

Content Area: English	Course: TBD
Vision of Graduate: • Communication & Collaborator • Critical Thinking • Life Long Learner • Responsible Citizen	Standards for English Language Arts 1. Reading: Text complexity and the growth of comprehension 2. Writing: Text types, responding to reading, and research 3. Speaking and Listening: Flexible communication and collaboration 4. Language: Conventions, effective use, and vocabulary
Unit Titles	
Unit 1: Foundational Reading Strategies (7 Weeks)	
Unit 2: Writing, Language, and Grammar (7 weeks)	
Unit 3: Advanced Application (6 weeks)	

Course Overview:
Reading Between the Lines: SAT EBRW Prep This half-year course is designed to build students' confidence as they prepare for the SAT. Students will practice targeted SAT skills in a supportive, reflective learning environment. The course provides direct instruction and guided practice in the SAT Evidence-Based Reading and Writing (EBRW) content domains: Information and Ideas, Craft and Structure, Expression of Ideas, and Standard English Conventions. In addition to strengthening foundational reading and writing skills, students will learn and apply test-taking strategies specific to the SAT. This course is offered during semester one. <i>Fulfills Humanities Elective.</i>

Unit 1: Foundational Reading Strategies (7 Weeks)

F

Priority Standards:	Supporting Standards:
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. CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development; provide an objective summary. CCSS.ELA-LITERACY.RI.11-12.4 / RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices.	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. CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text. CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (visual, quantitative) as well as in words.
Big Ideas	Essential Questions
• Meaning is constructed by analyzing explicit details alongside the overall structure of a text. • The value of textual evidence depends on its direct alignment with a specific claim, not just the truth of the statement. • Context dictates meaning.	• How do small textual details build, support, or alter a main argument? • What differentiates an objectively supported inference from an assumption? • How does an author's structural choice manipulate the delivery of their message? • In what ways do visual data graphics modify, clarify, or reinforce written claims?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals. •	
Skills (I will be able to...)	

- Isolate textual evidence that directly supports or refutes a specific claim.
- Determine the central purpose of a text and map how its internal structure develops that message.
- Decipher the precise meaning of high-level vocabulary words using surrounding context clues.
- Extract and synthesize data from graphs and tables to validate or challenge written arguments.
- Contrast competing arguments in paired passages to identify points of agreement or conflict.

Unit 2: Writing, Language, and Grammar (7 weeks)

Priority Standards:	Supporting Standards:
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.W.11-12.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among claims	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. CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
Big Ideas	Essential Questions
Grammar and mechanics are structural tools that establish clarity, eliminate ambiguity, and guide the reader's focus.	- How does syntax structure alter the clarity and impact of a message? - Why are standardized linguistic conventions necessary for universal academic and professional communication? - How do transitions establish logical pathways between conflicting or complementary ideas?
AHS Expectations	
- Apply critical thinking skills to solve problems. - Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. - Read effectively for a variety of purposes. - Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Identify and correct sentence errors, including run-on sentences, fragments, and misplaced commas.
- Resolve complex agreement errors involving subjects and verbs, pronouns, and dangling modifiers.
- Select appropriate transition words to establish logical relationships between sentences..
- Apply advanced punctuation rules governing the use of colons, semicolons, and em-dashes.

Unit 3: Advanced Application (6 weeks)

Priority Standards:	Supporting Standards:
CCSS.ELA-LITERACY.RI.11-12.10 / RL.11-12.10 By the end of grade 11/12, read and comprehend literary non-fiction, poetry, and historical texts in the grades 11-CCR text complexity band proficiently. CCSS.ELA-LITERACY.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance.	CCSS.ELA-LITERACY.RL.11-12. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Big Ideas	Essential Questions
• Mastery under constraints requires balancing systematic elimination, emotional stamina, and critical reading stamina.	• How can structural reading strategies decode complex historical documents or abstract poetry? • What habits differentiate an aggressive, strategic test-taker from a passive reader? • How does analyzing past errors transform mistakes into predictable patterns for future success?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Deconstruct archaic language
- Eliminate distractor choices
- Maintain mental focus and stamina during full-length adaptive, computer-based testing.
- Recognize personal error patterns.

Unit X: TBD

Priority Standards:	Supporting Standards:
TBD	TBD
Big Ideas	Essential Questions
TBD	TBD
AHS Expectations	
- Apply critical thinking skills to solve problems. - Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. - Read effectively for a variety of purposes. - Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
TBD	

