

Planned Course: SAT Prep	Course Number:	Department: English
Unit: inferring relationships and vocab	Grade Level: 10-11	
Estimated Time: 2 weeks	Level/Track: Elective	Date Approved: August 27, 2018

PA Academic Standards	Core Concepts (in question format) <ul style="list-style-type: none"> Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
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<p>1.2.11-12 Reading Informational Text</p> <p>B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>C - Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>I - Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>1.3.11-12 – Reading Literature</p> <p>A - Determine and analyze the relationship between two or more themes or central ideas</p>	<ul style="list-style-type: none"> ➤ What text elements help identify relationships in a passage? ➤ How can one use context clues to interpret the meaning of words, especially words with multiple meanings? ○ Students will be able to use inference skills to identify both explicit and implicit organizational relationships including, but not limited to: <ul style="list-style-type: none"> ▪ Cause-and-effect ▪ Compare-and-contrast ▪ Sequence ○ Students will be able to identify and explain the value of transition words to aid organization of the text. ○ Students will be able to interpret words and phrases in context. 	<ul style="list-style-type: none"> ○ Textbook reading and exercises ○ guided and individual practice using passage mapping and talking to the text strategies ○ guided and individual practice for sample questions ○ Small group and large group discussion ○ Think-pair-share ○ Self-reflection ○ Creation of “how-to” reminder projects using online programs such as video creation, Google slides, Prezi, or other ○ Creating notecards and/or visual notes “cheat sheet” for review of skills and terms <p>Remedial and Enrichment:</p> <ul style="list-style-type: none"> ○ Extended practice using <ul style="list-style-type: none"> ▪ Schoology ▪ Quizlet ▪ Kahn Academy 	<ul style="list-style-type: none"> ○ Teacher observation ○ Practice activities ○ Practice tests ○ Notecards (rubric) ○ Visual notes (rubric) ○ Project (rubric)
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<p>of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>H - Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>J - 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.</p>			
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K - Read and comprehend literary fiction on grade level, reading independently and proficiently.			
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