

Planned Course: SAT Prep	Course Number:	Department: English	
Unit: Writing Development	Grade Level: 10-11	Date Approved: August 27, 2018	
Estimated Time: 2 weeks	Level/Track: Elective		
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)

<p>1.2.11-12: Reading informational text</p> <p>A - Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; 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>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>D - Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>E - 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.</p>	<ul style="list-style-type: none"> ➤ How does a writer use syntax and semantics to improve the effectiveness and clarity of arguments, information, and ideas? ➤ How does a writer best use information and ideas to support claims in writing? ➤ How does a writer ensure that all information is relevant to the topic and purpose of the text? <ul style="list-style-type: none"> ○ Students will be able to evaluate the effectiveness and clarity of a passage’s arguments, information and ideas and determine whether a revision is necessary for clarify and effectiveness. ○ Students will be able to evaluate information and ideas used to support claims or points in a passage. ○ Students will be able to identify elements in a passage that are not relevant to the passage’s topic and purpose 	<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>1.4.11-12- Writing</p> <p><i>A - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</i></p> <p>B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>C - Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.</p> <p>D - Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>			
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G - Write arguments to support claims in an analysis of substantive topics.

H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.

I - Distinguish the claim(s) from alternate or opposing claims; 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.

J - Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.

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<p>S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>T - 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.</p>			
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