

Planned Course: Career English	Course Number: E103C	Department: English	
Unit: Reading Informational Text	Grade Level: 12	Date Approved: 9/14/2015	
Estimated Time: 8 Weeks Integrated	Level/Track: Career English E103C		
PA Common Core Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p><b>CC1.2.11-12.A</b> 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>CC.1.2.11-12.B</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><b>CC.1.2.11-12.C</b> 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><b>CC.1.2.11-12.D</b> Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>	<p>▶ What can one <b>Conclude</b> about the central ideas within text?</p> <p>▶ Based on the text, what is the message the author is conveying to the audience?</p> <p>▶ Throughout the text, how is the author's message developed?</p> <p>▶ How do the author's points presented in the text relate to one another and build the main idea to the audience?</p> <p>▶ What is the author's point of view and how does it shape the style of the text?</p> <p>▶ What words (of the author's) help shape meaning to the text?</p>	<p>-Students will <b>Differentiate</b> the ideas between within text. <b>(Remedial)</b></p> <p>-Students will <b>Analyze</b> the text to determine the message the author(s) is trying to convey. <b>(Remedial &amp; Enrichment)</b></p> <p>-Students will <b>Analyze</b> the text to <b>Identify</b>/determine the message the author(s) is trying to convey. <b>(Remedial)</b></p> <p>-<b>List</b> the sequence of events of the ideas the author presents to develop the message of the text. <b>(Remedial &amp; Enrichment)</b></p> <p>-<b>Cite</b> examples/quotes from text to prove the author's points relate to each other and build strength to the author's message. <b>(Remedial &amp; Enrichment)</b></p> <p>-<b>Identify</b> words that shape meaning to the author's text/message. <b>(Remedial &amp; Enrichment)</b></p>	<ul style="list-style-type: none"> <li>• Students will write summaries to <b>Recall</b> the central ideas in a text.</li> <li>• <b>Create</b> a chart or diagram of one's choice to list the textual evidence and what it conveys.</li> <li>• <b>Organize</b> the textual information into a numerical order to <b>Recall</b> what information the author presented to create the message for the audience.</li> <li>• In groups, <b>Choose &amp; Explain</b> to one another which details of the text give convincing details to the author's writing.</li> <li>• <b>Identify</b> the words from the text that give meaning to the author's message and tone by</li> </ul>
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<p><b>CC.1.2.11-12.E</b> Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>CC.1.2.11-12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p> <p><b>CC.1.2.11-12.G</b> Integrate and evaluate multiple sources of information presented in different media of formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>CC.1.2.11-12.H</b> Analyze seminal text based upon reasoning, premises, purposes, and arguments.</p>			<p>creating a list.</p>
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<p><b>CC.1.2.11-12.I</b> Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p><b>CC.1.2.11-12.J</b> 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> <p><b>CC.1.2.11-12.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>			
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<b>CC.1.2.11-12.L</b> Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.			
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