Narrative and Persuasive Reading

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **7-8 Weeks**
Status: **Published**

Brief Summary of Unit

Summary: This class will provide students with the individualized support, test-taking skills, and remediation necessary to successfully respond to the narrative and persuasive reading selections on the PSAT, SAT, ACUPLACER, ASVAB and PARCC tests. Throughout the unit when not referred to individually, all of the tests will be referenced under the heading: standardized tests.

Interdisciplinary Connections and Career Readiness: This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections 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.
LA.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.
LA.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).

LA.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. (e.g., Shakespeare as well as other authors.)
LA.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.
LA.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).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.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.
LA.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).
LA.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.
LA.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.
LA.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.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global 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).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.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.
LA.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).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.

Essential Questions

- How does a reader make logical and accurate predictions, form opinions, and draw conclusions?
- How does the reader identify and establish the point of view and establish its importance in a narrative work?
- How does the reader recognize the central ideas, key themes, and the author's purpose revealed through character interaction and/or supporting details (such as facts, statistics, examples, quotes,
- How will a student be scored on a standardized test?
- What are context clues and how do they assist the reading in understanding the vocabulary in a reading passage?
- What are the specific directions for responding to the objective questions?
- What are the strategies for answering the short-answer, open-ended questions?
- What are the strategies for success on the reading section of a standardized test??
- What is the difference between a narrative and persuasive reading selection?
- What is the structure of the reading section of the PSAT, SAT, ACUPLACER, ASVAB and PARCC?
- What role does the use of literary devices and techniques play in the reading?

Enduring Understandings: students will understand...

- citing strong and thorough textual evidence to support analysis of what the text says explicitly and inferentially.
- how to identify literary devices and writing techniques such as hyperbole, imagery, irony, metaphor, mood, personification, point of view, simile, theme, and tone.
- recognize and understand the structure of questions on the reading section of a standardized test.
- the time limitations and criteria used for scoring the reading sections of the test.
- the use specific strategies for formulating and drafting short-answer, open-ended responses such as: focusing on the question asked, answering all parts of the question.
- when and how to utilize specific strategies for answering objective questions : understanding what the questions is asking, tying to answer the questions before reviewing the multiple choice options, using the process of elimination, using context clues and key words, answering all questions even if guessing,

working with focus, being conscious of time limitations, reviewing answers if time permits.

Students Will Know

- how to cite strong and thorough textual evidence to support what the text says.
- how to identify literary devices and writing techniques
- how to recognize and understand the structure of the reading section of a standardized test.
- the strategies for formulating and drafting short answer and open-ended responses.
- the strategies necessary to answer objective questions.
- the time limitations and criteria used for scoring the reading section of a standardized test.

Students Will Be Skilled At

- identifying the types of figurative and rhetorical language used in fiction and nonfiction.
- reading and analyzing a variety of narrative and persuasive texts.
- recognizing their weakness with narrative and persuasive reading passages and locating materials to improve.
- taking a standardized test and applying the strategies necessary to identify and eliminate answers.
- using the strategies and techniques necessary for answering multiple choice questions on a standardized test.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets

- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

- Modeled after the Constructed Response Task (CRT) for Reading Literature, student-prompts are scored on the constructs reading comprehension and written expression as well as knowledge of language and conventions.
- Narrative Reading and Writing Task from released PARCC assessments
- Prose Constructed Response (PCR) from released PARCC assessments
- Reading Information Passage from released PARCC assessments
- Sample sections from the SAT, PSAT, Accuplacer and ASVAB are administered, scored, and reviewed.
- Students complete PARCC tasks as preparation for their NJDOE-approved portfolio submission.

Learning Plan

The intent is for student-readers to have clear modeling through whole-class instruction. These strategies are practiced in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for the grade level; materials selection for whole-class will be from the book list approved by the Board of Education.

The reading of text targets not only comprehension, but also analysis. Students will read both long-and short-form, excerpted and full-length, print and electronic, fiction and nonfiction texts. Study will include the

analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novels. Technique and terminology specific to a genre of reading is examined. Vocabulary instruction may be chosen from the reading material and may be incorporated through targeted word study lessons.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through Sentence Study, holding students accountable for skills taught and practiced; modeling is done through mentor texts, both published and student-crafted. Students may complete analytical analysis, persuasive writing, synthesis essays, database research, and journal writing. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multimodal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Students will be taught how to speak and listen in addition to being assessed on these skills.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized Learning allows students to self-reflect and assess their own reading, writing, listening, viewing and speaking skills through the development of an electronic portfolio, journal writing, writer's notebook, independent reading, and/or book talks.

- Answer the essential and guiding questions.
- Cite supporting details and explain answer choices during practice exercises.
- Continue working on practice exercises both in class and at home using online and teacher-generated handouts.
- Identify the author’s use of literary devices and techniques.
- Identify the structure and time limitations for this section of the HSPA using teacher-generated handouts, texts and on-line resources such as KAHN Academy..
- Meet one-on- one with each student to score answers, evaluate progress and create an individualized learning plan.
- Pair students to work collaboratively on reading, answering, scoring and explaining additional exercises.
- PARCC Practice: https://parcc.pearson.com/practice-tests/
- Practice reading and answering objective questions that are both timed and untimed using teacher generated handouts, texts, and online resources.
- Practice reading and answering open-ended questions using teacher generated handouts as well as the texts.
- Preview the essential questions and connect to learning throughout the unit.
- Review strategies and for reading and narrative writing to meet the criteria for a standardized test.
- Review strategies for effectively answering objective questions on the reading sections.

- Use context clues to understand vocabulary.
- Use effective strategies during timed practice of objective exercises.
- Use scoring criteria/strategies for answers to the open-ended questions and assess the quality and effectiveness of their writing.
- Verbalize strategies prior to testing.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

- ACCUPLACER Information: https://www.accuplacer.org/
- ACCUPLACER Practice: https://accuplacerpractice.collegeboard.org/login
- ACCUPLACER: https://accuplacer.collegeboard.org/
- ASVAB 2016 Strategies, Practice and Review
- ASVAB Guide: http://todaysmilitary.com/joining/asvab-test?source-id=ASVAB_Test_&_Prep&content-id=asvab_practice_test&medium-id=Exact&campaign-id=G_Military_Aptitude_Test_Exact&gclid=EAIaIQobChMI4s3h6qSi1QIVCVgNCh2idw94EAAYAiAAEgJ6u_D_BwE
- ASVAB Practice: http://asvabtutor.com/asvab-practice-tests/arithmetic-reasoning-practice-tests/
- ASVAB Premier 2017-2018 with 6 Practice tests
- Barron's AP English Language and Composition 5th Edition
- Barron's AP Language and Composition 5th Edition
- Common Core Aligned-PARCC ELA/Literacy Assessments
- Common Core Curriculum English grades 9-12 2nd Edition
- Common Core Curriculum- English. Grades 9-12 2nd Edition
- Individual PARCC scores with identified areas of weakness.
- Kaplan- ASVAB Premier 2017-2018 with 6 Practice Tests
- Kaplan: ASVAB 2016 Strategies, Practice, and Review
- PARCC ELA/Literacy Assessments grade 9-12
- PARCC Practice testshttp://www.lumoslearning.com/llwp/resources/common-core-parcc-practice-tests-and-sample-questions.html
- PARCC Practice: https://parcc.pearson.com/practice-tests/
- PARCC Practice: https://parcc.pearson.com/tutorial/
- PARCC Resources: https://parcc.pearson.com/sample-items/
- Personalized SAT and PSAT Prep: https://collegereadiness.collegeboard.org/sat/practice/khan-academy
- PSAT and SAT Materials: https://www.collegeboard.org/

- PSAT and SAT Prep: https://www.khanacademy.org/sat
- PSAT Practice Booklets- CHS Guidance Office

Suggested Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan

- Access speech-to-text function on computer.
- Adhere to IEP and 504 guidelines and strategies.
- Differentiate roles in discussion groups
- Individualize choice of topics.
- Individualize reading choices based on ability and level.
- Manage executive function challenges by scaffolding process and amending deadlines.
- Modify the length and quantity of assignments to fit individual student's abilities and needs.

- Offer oral assessments.
- Scaffold reading by chunking text.
- Small group and one on one assessment.
- Supply study guide questions and access to class notes.
- Use art, music, and film to convey alternate interpretation of literature and assessment.
- Use digital technology, eBooks, audio version of printed text.