Reading

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

This unit focuses on strategies to respond to questions related to narrative, persuasive, and informational reading selections.

Transfer

Students will be able to independently use their learning to...

- Identify the three types of passages on the SAT Reading Test.

- Map passages, identifying keywords and central ideas across passage types.

- Predict an answer and find its match among the answer choices.

Meaning

Understandings

Students will understand that...

- All texts have conventions specific to their subjects/topics.

- Texts are written for a variety of purposes.

- Readers form opinions about and draw conclusions from texts by analyzing and evaluating evidence that writers use to support their positions.

- An author's point of view impacts his presentation of information.

- Understanding vocabulary is critical to understanding text.

- Mechanics and syntax support meaning.

- Reading requires skill in inference.

- Active reading is essential to comprehension.

Essential Questions

- What strategies are most useful when reading and understanding literary texts?

- What are the main elements of a narrative passage?

- How do authors use literary devices to enhance the reader's experience and understanding?

- What devices do peruasive writers employ to persuade readers?

- How can inference be an effective tool toward determing meaning?

- How does a reader differentiate between fact and opinion?

Application of Knowledge and Skill

Students will know...

Students will know...

- How theme motivates and guides a selection.

- Strong readers critically think about what they have read and apply background knowledge.

- The purpose of different texts.

- The difference between fact and opinion.

- Persuasive devices and strategies.

- Literary terms/devices appropriate for literary and narrative texts.

- The role vocabulary plays in understanding literature.

Students will be skilled at...

Students will be skilled at...

- Thinking critically and applying background knowledge.

- Differentiating between fact and opinion.

- Identifying persuasive rhetoric and evaluating the effect on the reader.

- Identifying literary devices and evaluating the effect on the reader.

- Recognizing different types of text.

Academic Vocabulary

- Narrative

- Persuasive

- Informational

- Fiction

- Nonfiction

- Rhetorical

- Syntax

- Diction

- Structure

- Tone

- Voice

- Theme

- Literary Device (i.e. simile, metaphor, personfication, etc.)

- Active Reading

- Inference

- Fact vs. Opinion

- Question stem

- Prediction

- Strategic

Learning Goal

Students will be able to identify passage types, identify keywords and central ideas, and predict and choose correct answers on the Reading section of the SAT.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
LA.RI.9-10.10b	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically.

	The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	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.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.2.12.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Target 1-- Level 1 Retrieval

SWBAT:

1. Identify types of reading passages.

2. Identify and explain persuasive rhetoric.

3 Identify specific claims in text and explain how they are supported.

4 Examine use of literary devices, plot structure, characterization, and conflict in narrative passages.

5. Define vocabulary to gain meaning from reading.

6. Practice the use of persuasive rhetoric.

Target 2-- Level 2 Comprehension

SWBAT:

1. Read a wide variety of literarture to understand universal themes and human experience.

Target 3-- Analysis

SWBAT:

1. Evaluate how an author uses words to create imagery, suggest mood, and set tone.

2. Determine an author's point of view and explain how it influences the presentation of ideas.

3. Evaluate clarity and accuracy of information through active reading and investigation of other sources.

4. Infer what is not stated and explain why it is important.

5. Evaluate the effectiveness of text.

6. Analyze editorials and critique use of persuasive rhetoric.

Target 4-- Knowledge Utilization

SWBAT:

1. Map keywords and central ideas in reading passages.

2. Interpret how context contributes to the meaning of complex vocabulary.

3. Desvelop strategies for responding to multiple choice questions.

Summative Assessment

1. SAT Exam

2. Unit tests

Formative Assessment and Performance Opportunities

1. Do Now Activities

2. Worksheets and varied practice exercises

3. Written responses

4. Class discussion

5. Narrative and persuasive reading responses

Differentiation / Enrichment
<u>Differentiation:</u>

1. Strategic seating for reduced distraction, enabling better lesson focus.

2. Small-group, teacher-monitored learning activities.

3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

<u>Enrichment:</u>

1. Expand and extend concepts, ideas, relationships, and generalizations.

2. Students will be provided with additional resources on relative topics.

3. Provide students with supplemental resources to expand knowedge base.

4. Create experiences for deeper learning.

Unit Resources
<u>Resources:</u>

LCD/ Projector

SAT Practice books

SAT Websites

Practice tests

Sample Tests