

# 08 Reading for Meaning Copied from: English SC 11&12, Copied on: 11/15/23

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **4 weeks**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

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The New Jersey Student Learning Standards for English Language Arts / Literacy lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. In the self-contained setting of the course, students will learn essential aspects of the English 11&12 curriculum while exposing students to key elements.

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

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Students will understand that:

- reading is essential to all aspects of every day life
- strong readers stop to reflect, comprehend, and ask questions

## CONTENT AREA STANDARDS

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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.

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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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.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- drawing conclusions and making inferences are essential to reading
- context clues are used to deepen understanding of the text

### **Procedural Knowledge**

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Students will be able to:

- use context clues to make inferences as to what will happen next in a story
- analyze a NY Times Book Review to discuss people's opinions of stories
- write readers responses to text

## **EVIDENCE OF LEARNING**

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### **Summative Assessments**

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End of unit test or project

## **Formative Assessments**

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oral participation, hands-on activities, group activities, teacher devised worksheets

## **Benchmark Assessments**

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- iXL
- Edulastic

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Websites

Dictionary.com, Learning Ally, novels, news articles

<https://www.nytimes.com/section/books/review>

## **INTERDISCIPLINARY CONNECTIONS**

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Technology/Multimedia

Google, various Educational Tech Apps

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.