Title of Unit	Command of Evidence	Grade Level	SAT Prep 12 th grade
Curriculum Area	ELA	Time Frame	5 weeks
Developed By	Munira Jamali		

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses 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.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.2.A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.9-10.2.C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in

Understandings		Essential Questions	
Overarching Understanding		**Overarching**	**Topical**
All students will know and understand how to read and comprehend complex literary and informational texts independently and proficiently. Understanding of a text"s features, structures, and characteristics facilitate the reader"s ability to make meaning of the text. Readers use language structure and context clues to identify the intended meaning of the words and phrases as they are used in the text Fluent readers group words quickly to help them gain meaning from what they read		How does understanding a text"s structure help me better understand its meaning? How do I figure out a word I do not know? How does fluency affect comprehension? How do readers construct meaning from text	What is the purpose of storytelling? How does social class influence the way individuals perceive their environment? In what ways do individuals' decisions/choices affect their lives and the people in their environment?
Related Misconceptions			
To **familiarize yourself with the graph**. You're most likely to make a mistake by rushing or being careless and reading the graph incorrectly. Make sure you understand each component of the graph.			

Knowledge Students will know…	Skills Students will be able to…
• How authors use support in texts that cover a range of subjects and styles • To identify the part of the text that provides the best evidence (textual support) For the answer to another question. • To make sense of information presented in graphs, such as tables, graphs and v charts and draw connections between the information and information presented in words.	Determine the best evidence in a passage (or pair of passages) for the answer to a previous question or best evidence for a specified conclusion (Reading test) Interpret data presented in informational graphics(such as tables graphs and chats) and draw connections between words and data. Understand how the author of an argument uses (or fails to use) evidence to support the claims he or she makes (Reading Test) Revise passage to clarify main ideas, strengthen support, or sharpen focus.

Assessment Evidence (Stage 2)

Performance Task Description

Goal · Role · Audience · Situation · Product/Performance · Standards	SAT Released Test 1-6 and April 2017 test

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Determining the Best Evidence
These questions will ask you to:

- Identify the best textual evidence for your answer to the previous question.
- Identify how authors use evidence to support their claims.
- Examine how data supports claims made in the passage.

- Determine whether a reading question has an "evidence question" twin. (Glance down the page.)
- Read the first question and underline or circle the key information. Determine your task. This is one of the most important parts of the strategy: if you start with the wrong task, then you might be lured into a pair of answers that agree with it but are responding to the wrong question. These answers will also be wrong! Resist the temptation to start from the "evidence question": the passage references it offers are only helpful if you know what you're looking for.
- Once you know your *task* in the first question, try to formulate an answer to yourselfbefore looking at the answers that the SAT provides. This will help you avoid falling into any traps among them.
- Look at the answers to the first question now, and identify which answer(s) is the best. Find (without looking at the "evidence question" yet) a word, a line, or two lines, in the passage that support the answer that you've come up with. If you are left with two (or more) answers that both seem possible on the first go, note that only a correct answer will have a concrete piece of evidence in the passage in support of it. One of them is an impostor.
- Now look to the "evidence question." Compare the line(s) that you used to support your answer to the first question with the answer choices to the "evidence question."See if there is any overlap. Ideally, you will find that one of the choices agrees with your evidence from the first question. This is the answer.
- If you don't find anything that agrees, troubleshoot with the following questions to yourself: 1) Did you get the *task* right in the first question? 2) Did you use *faulty evidence* on the first question? If you are still convinced that you got the task right, then you might have used faulty evidence in support of the answer you chose to the first question. That is, the evidence does not seamlessly match up what it is supposed to support. This is a good hint to rethink your answer to the first question and review the evidence of the passage.

Interpreting Data in informational graphics

Title of Unit	Words in Context	**Grade Level**	SAT Prep 12 th grade
Curriculum Area	English Language	**Time Frame**	6 weeks
Developed By	Munira Jamali		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

CCSS.ELA-LITERACY.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

➢ Identify core concepts, principles, theories, & processes ➢ Serve to organize important facts, skills, or actions ➢ Will transfer to other contexts ➢ Require "uncoverage" – what are the abstract/complex ideas that require genuine insight?	•How does understanding a text's structure help me better understand its meaning? • What do readers do when they do not understand everything in a text? •Why do readers need to pay attention to a writer's choice of words?	ƒ How do readers construct meaning from text

Related Misconceptions

A sentence must not end in a [preposition](#).ᶫ
[Infinitives](#) must not be [split](#). "
The words "and" and "but" must not begin a sentence.

Knowledge
Students will know…

To Interpret words and phrases in context
Analyze word choice rhetorically
Making effective use of language
Many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, and context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
Authors make intentional choices that are designed to produce a desired effect on the reader

Skills
Students will be able to…

- Apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Develop breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.
- Interpret of text involve linking information across parts of a text and determining importance of the information presented.
- Reference from texts provide evidence to support conclusions drawn about the message, the information presented, or the author's perspective.

Assessment Evidence (Stage 2)

Performance Task Description

• **Goal** • **Role** • **Audience** • **Situation** • **Product/Performance** • **Standards**	

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
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- How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

On the Reading section, these types of questions will ask you to:

- Use context clues to decide which meaning of a word or phrase is being used in a specific instance (vocabulary in context)
- Decide how the author's word choice affects meaning, style, and tone in the passage (purpose of words in context)

On the Writing section, they will ask you to:

- Alter word choice to convey the appropriate style or tone (improving word choice)
- Improve syntax of the passage (combining sentences)
- Improve word choice to make the sentence more precise (fill in the blank)

Words in Context questions are important to master because they make up nearly 20 percent the Reading and Writing sections. To give you an idea of exactly what to expect, I'll provide examples of two Reading questions and three Writing questions that represent all the different types of Words in Context questions you might see on the test.

Reading Section

Example #1: Vocabulary in Context

These are **the most common types of Words in Context questions on the Reading section.** If you've ever taken the ACT, you may notice that these are very similar to the vocabulary questions on ACT Reading. **They will ask you to choose the best synonym for a given word in the passage based on its context.** Here's an example:

dawn-to-dusk traffic jams. And some cities have transformed their streets into cycle-path freeways, making giant strides in public health and safety and
55 the sheer livability of their neighborhoods—in the process turning the workaday bicycle into a viable form of mass transit

Title of Unit	Reading : Information and Ideas	Grade Level	SAT prep 12th grade
Curriculum Area	English Language Arts	Time Frame	6 weeks
Developed By	Munira Jamali		

Identify Desired Results (Stage 1)
Content Standards

CCSS.ELA-LITERACY.RI.11-12.1
Cite strong and thorough textual evidence 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.
CCSS.ELA-LITERACY.RI.11-12.2
Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.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.

Craft and Structure:
CCSS.ELA-LITERACY.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).
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.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.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.RI.11-12.8
Delineate and evaluate the reasoning in seminal U.S. 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).
CCSS.ELA-LITERACY.RI.11-12.9
Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights,

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

Reading: Rhetoric
Analyzing word choice
Analyzing text structure
Analyzing point of view
Analyzing purpose
Analyzing arguments

Reading Synthesis
Analyzing Multiple texts
Analyzing quantitative information

Do I find the argument convincing?
‡ What views and counter arguments are omitted?
‡ What counter evidence is ignored?
‡ How does the author's purpose fit with my purpose for reading?

What is the content and purpose?

Related Misconceptions	

Knowledge Students will know…	**Skills** Students will be able to…

Assessment Evidence (Stage 2)

Performance Task Description

Goal **Role** **Audience** **Situation** **Product/Performance** **Standards**	

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
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- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

When we teach RHETORICAL READING, we are NOT teaching strategies.
 Strategies are ANALYTICAL TOOLS for accessing textual content .
Strategies are ANALYTICAL TOOLS to support the processes of making meaning from texts.
When we teach RHETORICAL READING,
we are teaching HABITS OF MIND— ANALYTICAL CONCEPTS that position texts rhetorically, and that MAKE CONSCIOUS an awareness of the reader's position(s) and response(s) to a text.
Analyzing word choice.
Questions will ask you to determine how specific words or phrases or the use of patterns of

words and phrases creates meaning and tone in the passage.

Analyzing text structure.

Questions focus on the overall structure of a text and on analysis of the relationship

between a particular part of the text (e.g., a sentence) and the whole text.

Title of Unit	SAT Writing and Language Test	Grade Level	Sat Prep 12th grade
Curriculum Area	English Language Arts	Time Frame	6 weeks
Developed By	Munira Jamali		
Identify Desired Results (Stage 1)			
Content Standards			

Text Types and Purposes:
CCSS.ELA-LITERACY.W.9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.9-10.1.A
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.9-10.1.B
Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.W.9-10.1.C
Use words, phrases, and clauses 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.
CCSS.ELA-LITERACY.W.9-10.1.D
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.9-10.1.E
Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-LITERACY.W.9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.W.9-10.2.A
Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-LITERACY.W.9-10.2.B
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-LITERACY.W.9-10.2.C
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-LITERACY.W.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CCSS.ELA-LITERACY.W.9-10.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.9-10.2.F
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCSS.ELA-LITERACY.W.9-10.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.9-10.3.A
Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CCSS.ELA-LITERACY.W.9-10.3.B
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-LITERACY.W.9-10.3.C
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Understandings	Essential Questions	
Overarching Understanding	**Overarching**	**Topical**
• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. •Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. Rules, conventions of language, help readers understand what is being communicated.	•How do good writers express themselves? How does process shape the writer's product • How do writers develop a well written product? How do rules of language affect communication	What rules are conventionally used to communicate ideas? What is effective writer?
Related Misconceptions		
•Passage purpose, subject matter and complexity will vary in order to provide a board assessment of your receiving and editing skills • All questions on the Writing and Language Tests are multiple choice with four answer options Expressions of ideas questions ask you to assess and improve the substance and quality of passage text.		
Knowledge Students will know…	**Skills** Students will be able to…	

Use manuscript forms specified in various style manuals for writing and publishing correctly, consistently, and independently	Plan, revise, and publish writing that considers writer's focus, purpose, and intended audience
Use conventions of capitalization, punctuation and spelling correctly and consistently in an increasingly complex writing	•Uses a variety of sentence structures, adjusting sentence and paragraph construction according to purpose and intended effect •Uses the eight parts of speech correctly and consistently across genres
Evaluate the content of a variety of print and non-print materials for accuracy, reasoning, bias, persuasion, and technique.	•Uses manuscript forms specified in various style manuals for writing
Analyzes and evaluates the impact and effectiveness of print and non-print media on consumers	•Uses conventions of capitalization, punctuation, and spelling correctly and consistently in an increasingly complex writing •Establishes a coherent argumentative thesis that conveys a clear and distinctive perspective and purpose
Analyzes and evaluate the effectiveness of techniques used by self and others to convey ideas, issues, and values.	
Clarifies, supports, and defends an argument orally and/ or in writing in a logical, reasoned, and effective manner that is reflective of purpose and audience	

Assessment Evidence (Stage 2)

Performance Task Description

• **Goal** • **Role** • **Audience** • **Situation** • **Product/Performance** • **Standards**	

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
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Passages on the Writing and Language Test cover a range of topics and vary in both format and content.

- Topics: History/Social Studies, Humanities, and Science passages typically look like short academic papers, while the Careers passages may explore specific job fields.

Questions 1–11 are based on the following passage and supplementary material.

A Life in Traffic

A subway system is expanded to provide service to a growing suburb. A bike-sharing program is adopted to encourage nonmotorized transportation. **1** To alleviate rush hour traffic jams in a congested downtown area, stoplight timing is coordinated. When any one of these changes **2** occur, it is likely the result of careful analysis conducted by transportation planners.

The work of transportation planners generally includes evaluating current transportation needs, assessing the effectiveness of existing facilities, and improving those facilities or **3** they design new ones. Most transportation planners work in or near cities, **4** but some are employed in rural areas. Say, for example, a large factory is built on the outskirts of a small town. Traffic to and from that location would increase at the beginning and end of work shifts. The transportation **5** planner's job, might involve conducting a traffic count to determine the daily number of vehicles traveling on the road to the new factory. If analysis of the traffic count indicates that there is more traffic than the **6** current road as it is designed at this time can efficiently accommodate, the transportation planner might recommend widening the road to add another lane.

Text Type: There are three different text types for Writing and Language passages:

1) **Argument passages** take a strong position and use evidence to support a claim

2) **Narrative Nonfiction** passages tell a story with a clear beginning, middle, and end

3) **Informative or explanatory** passages aim to educate the reader about a topic.