

Hillsborough Township Public Schools  
10 - 12  
SAT Preparation: Reading and Writing Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit I: Purpose, Function and Format of SAT 1 week</b>							
<p>Why conduct research about college?</p> <p>How does understanding the structure and purpose of an assessment help me better prepare?</p> <p>Making meaning of a variety of sources: What will help?</p> <p>What makes a presentation “great”?</p>	<p>Effective research presents an answer to the questions: Which college suits me best? What is the college admissions process? What is the SAT? demonstrates an understanding of the college admissions process; includes information from multiple sources.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced</p>	<p>W.9-10.8 &amp; W.11-12.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.9-10.9 Draw evidence from literary or informational text to support analysis, reflection, and research.</p> <p>SL.9-10.2 &amp; SL.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally.</p> <p>SL.9-10.4 &amp; SL.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style</p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA).</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply Reading Standards to nonfiction.</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually,</p>	<p>Determine credible sources for college information.</p> <p>Assess and determine which sources best answer the questions about college and the application process.</p> <p>Create a written explanation of college options.</p> <p>Apply MLA format citations to all researched materials.</p> <p>Analyze the information presented in diverse media and formats and integrate the information to gain an overall understanding of the topic presented.</p> <p>Analyze the information presented in diverse media and formats and integrate the information in order to make informed decisions and solve problems.</p> <p>Present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct purpose.</p> <p>Present information in a</p>	<p>Formative</p> <ul style="list-style-type: none"> <li>-Approval of sources</li> <li>-Teacher/ peer feedback on research</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>-College research presentation project</li> <li>-Notes on SAT format</li> <li>-Reflection on the college process</li> </ul>	<p>NJCCCS 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p>NJCCCS 8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.</p>	<p>NJCCCS 9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals.</p> <p>NJCCCS 9.3.12.C.2 Characterize education and skills need to achieve career goals, and takes steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricula</p>

Hillsborough Township Public Schools  
10 - 12  
SAT Preparation: Reading and Writing Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
	through the appropriate organization and style for an audience through the appropriate use of language.	are appropriate to task, purpose, and audience.	<p>quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	sequence that allows the listener to follow the line of reasoning.			r activities.
<b>Unit II: Essay Writing 1 week</b>							

Hillsborough Township Public Schools  
10 - 12  
SAT Preparation: Reading and Writing Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<p>How do good writers express themselves?</p> <p>Why does a writer choose a particular form of writing?</p> <p>How does process shape the writer's product?</p>	<p>Writing is focused, detailed, organized, and sequenced in a way that clearly persuades the reader.</p>	<p>W.9-10.1 &amp; W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.4 &amp; W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.5 &amp; W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Introduce a precise claim, distinguish the claim from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>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.</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while point out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>Use words, phrases, and clauses</p>	<p>Choose a side of the argument and identify claims that support the choice and claims that oppose the choice.</p> <p>Present the argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify relationships, and provide a concluding statement/ section that supports the argument.</p> <p>Compose a clear and logical piece of writing that demonstrates an understanding of a specific writing style.</p> <p>Edit writing to determine if the purpose and audience have been fully addressed and revise when necessary.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Analyze writing to determine if the purpose and audience have been fully addressed and revise when necessary.</p> <p>Utilize prewriting strategies to formulate ideas and manage</p>	<p>Formative</p> <ul style="list-style-type: none"> <li>-Pre-Test Essay</li> <li>-Research Notes for possible topics</li> <li>-Practice Essays</li> <li>-Graphic organizer of essay plan/timing</li> <li>-Rubric discussion and analysis</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>-Post-Test Essay</li> </ul>	<p>Students must choose 2 areas (CPI indicators) from Social Studies, Science, Technology, Health and Physical Education, and/or Visual and Performing Arts to discuss in the essay.</p>	<p>NJCCCS 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p>

Hillsborough Township Public Schools  
10 - 12  
SAT Preparation: Reading and Writing Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			<p>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.</p> <p>Use words, phrases, and clauses as well as varied syntax 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.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (persuasive essay).</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>time.</p>			

Hillsborough Township Public Schools  
10 - 12  
SAT Preparation: Reading and Writing Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit III: Writing Skills 1 week</b>							
How do rules of language affect communication?	Effective communication of ideas when writing relies on the appropriate use of the conventions of language.	<p>L.9-10.1 &amp; L.11-12.2 <b>Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.</b></p> <p>L.9-10.2 &amp; L.11-12.2 <b>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.</b></p>	<p>Use parallel structure.</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>Observe hyphenation conventions.</p> <p>Use a colon to introduce a list or quotation.</p>	<p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing.</p> <p>Identify and correct errors in capitalization and punctuation.</p>	<p>Formative</p> <ul style="list-style-type: none"> <li>-Practice exercises for individual skills</li> <li>-Guided notes</li> <li>-Peer and self evaluation of writing</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>- Practice section</li> <li>-Unit assessment</li> </ul>		<p>NJCCCS 9.1.12.F.2</p> <p>Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>
<b>Unit IV: Decoding Skills- Sentence Completion 1 week</b>							
What do readers do when they do not understand everything in a text?	Effective readers and writers use knowledge of the structure and context of language to	L.9-10.4 & L.11-12.4 <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful</b>	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.	Infer the meaning of unknown words using context clues (e.g., definitions, synonyms/antonyms, restatements, examples found in surrounding text).	<p>Formative</p> <ul style="list-style-type: none"> <li>-Personal vocabulary list</li> <li>-Vocabulary study list elements</li> <li>-Marked</li> </ul>		<p>NJCCCS 9.1.12.A.1</p> <p>Apply critical thinking and problem-solving strategies</p>

Hillsborough Township Public Schools  
10 - 12  
SAT Preparation: Reading and Writing Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
How do I figure out a word I do not know?	acquire, clarify, and appropriately use vocabulary.	<p>word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.9-10.5 &amp; L.11-12.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.9-10.6 &amp; L.11-12.6 Acquire and use accurately a range of general and academic 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.</p>	<p>Analyze nuances in the meaning of words with similar denotations.</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading and writing 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>Recognize and define common affixes and roots (units of meaning).</p> <p>Break down unknown words into units of meaning to infer the definition of the unknown word.</p> <p>Recognize word relationships and use the relationships to further understand multiple words (e.g., sympathetic/apathetic).</p> <p>Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>	<p>passages</p> <p>Summative -Vocabulary Quizzes -Practice Test Section</p>		during structured learning experiences.
<b>Unit V: Narrative Passage Based Reading Skills 1 week</b>							
How does understanding a text's structure	Effective readers use a variety of strategies to	<b>RL.9-10.1 &amp; RL.11-12.1 Read closely to determine what the text says explicitly and to</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the	Define inference and explain how a reader uses textual evidence to reach a logical conclusion.	Formative -Guided notes -Marked passages and		NJCCCS 9.1.12.A.1 Apply critical thinking and

Hillsborough Township Public Schools  
10 - 12  
SAT Preparation: Reading and Writing Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<p>help me better understand meaning?</p> <p>How does fluency affect comprehension?</p> <p>Why do readers need to pay attention to a writer's choice of words?</p> <p>How do readers construct meaning from text?</p> <p>What do readers do when they do not understand everything in a text?</p>	<p>make sense of key ideas and details presented in the text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p><b>make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p><b>RL.9-10.2 RL 11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p><b>RL.9-10.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices share meaning or tone.</b></p> <p><b>RL.9-10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p><b>RL.9.10.10, RL.10.10,</b></p>	<p>text.</p> <p>Cite strong and through 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.</p> <p>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; provide an objective summary of the text.</p> <p>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.</p> <p>Determine the meaning of words and phrase 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).</p> <p>Analyze how an author's choices</p>	<p>Read closely and find answers explicitly in text (right there answers) and answers that require an inference.</p> <p>Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p>Determine how specific details in the text reveal and continually refine a theme.</p> <p>Analyze plot to determine a theme.</p> <p>Analyze how specific word choices build upon one another to create a cumulative (collective) impact on the overall meaning and tone of a text.</p> <p>Analyze why authors choose specific words to evoke a particular meaning or tone.</p> <p>Analyze a text and determine why an author chose to present his/her text using a particular structure.</p> <p>Analyze specific parts of text and explain how the individual parts fit into the overall</p>	<p>questions</p> <p>- Question type analysis</p> <p>Summative</p> <p>-Practice Test Section</p> <p>-Scored Test sections</p>		<p>problem-solving strategies during structured learning experiences.</p>

Hillsborough Township Public Schools  
10 - 12  
SAT Preparation: Reading and Writing Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
		RL.11.10, & RL 12.10 Read and comprehend complex literary and informational texts independently and proficiently.	<p>concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>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.</p> <p>Read and comprehend literature, including stories, dramas, and poems, at the high end of the text complexity band independently and proficiently.</p>	<p>structure.</p> <p>Analyze how an author’s choice of structuring specific parts of a text affects the overall meaning.</p> <p>Closely read complex grade level texts.</p> <p>Utilize reading strategies to help understand difficult complex text.</p> <p>Determine reading strategies that will help with comprehension of difficult texts.</p>			
<b>Unit VI: Informational Passage Based Reading Strategies 3 weeks</b>							
How does understanding a text’s structure help me better understand meaning?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text(s).	RI.9-10.1 & RI.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p>	<p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Read closely and find answers explicitly in the text and answers that require inference.</p> <p>Analyze how specific details developed over the course of a text shape and refine a central idea.</p>	<p>Formative</p> <ul style="list-style-type: none"> <li>-Guided notes</li> <li>-Marked passages and questions</li> <li>- Question type analysis</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>-Practice Test Section</li> <li>-Scored Test sections</li> </ul>	The informational passages include Social Sciences, Humanities, or Science: history, politics, economics, sociology, art, music, philosophy,	NJCCCS 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
How does fluency affect	Analyzing text for structure, purpose, and viewpoint	RI.9-10.2 & RI.11-12.2 Determine central ideas or themes of a text and	Determine the central idea of a				

Hillsborough Township Public Schools  
10 - 12  
SAT Preparation: Reading and Writing Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<p>comprehension?</p> <p>Why do readers need to pay attention to a writer's choice of words?</p> <p>How do readers construct meaning from text?</p> <p>What do readers do when they do not understand everything in a text?</p>	<p>allows an effective reader to gain insight and strengthen understanding.</p> <p>Effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Students who are college ready read and interpret a variety of complex texts with confidence and independence.</p>	<p>analyze their development; summarize the key supporting details and ideas.</p> <p>RI.9-10.3 &amp; RI.11-12.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.9-10.4 &amp; RI.11-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.</p> <p>RI.9-10.5 &amp; RI.11-12.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.9-10.6 &amp; RI.11-12.6 Assess how point of view or purpose shapes</p>	<p>text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>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 complex analysis; provide an objective summary of the text.</p> <p>Analyze how the author unfolds analysis or a 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.</p> <p>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.</p> <p>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.</p> <p>Determine the meaning of words</p>	<p>Compose an objective summary stating the key points of the text without adding any opinions and feelings.</p> <p>Determine the overall analysis, ideas, or events being conveyed by an author.</p> <p>Determine a complex set of ideas or sequence of events conveyed in a text.</p> <p>Analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.</p> <p>Analyze how specific ideas interact and develop within a complex set of ideas or sequence of events.</p> <p>Distinguish between literal language and figurative language.</p> <p>Recognize words that have technical meaning and understand their purpose in a specific text.</p> <p>Analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text.</p>		<p>literary analysis, or scientific discovery, advancement, theory, or controversy.</p>	

Hillsborough Township Public Schools  
10 - 12  
SAT Preparation: Reading and Writing Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
		<p>the content and style of a text.</p> <p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RI.9.10, RI.10.10, RI.11.10, &amp; RI.12.10 Read and comprehend complex literary and information texts independently and proficiently.</p>	<p>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.</p> <p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences or paragraphs.</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes the point clear, convincing, and engaging.</p> <p>Determine an author’s point of view in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>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.</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and</p>	<p>Analyze how a key term or terms are used and refined over the course of a text.</p> <p>Identify particular sentences or paragraphs of a text that support the author’s ideas or claims.</p> <p>Analyze and explain how the role of particular words, sentences, or paragraphs of a text helps to develop and refine the author’s ideas or claims.</p> <p>Determine how an author chose to structure his/her exposition or argument.</p> <p>Analyze the structure of an author’s exposition or argument and evaluate whether the structure is effective.</p> <p>Evaluate how an author’s choice of structure impacts his/her audience.</p> <p>Determine author’s point of view and explain his/her purpose for writing the text.</p> <p>Identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her</p>			

Hillsborough Township Public Schools  
10 - 12  
SAT Preparation: Reading and Writing Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			<p>sufficient; identify false statements and fallacious reasoning.</p> <p>Read and comprehend literary nonfiction in the appropriate text complexity band proficiently.</p>	<p>point of view or purpose.</p> <p>Identify claims that are supported by fact(s) and those that are opinion(s).</p> <p>Recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence), false statements, and/or fallacious reasoning (incorrect reasoning) to his/her argument.</p> <p>Reread a text to find more information or clarify ideas.</p> <p>Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help understand difficult complex text.</p> <p>Determine reading strategies that will help me comprehend difficult texts.</p>			