

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

**SAT Preparation
(Reading/Writing and Language/Optional Essay)**

Grade Level: 11

Date of Board Approval: ____2019____

Planned Instruction

Title of Planned Instruction: SAT Preparation (Reading/Writing and Language/ Optional Essay)

Subject Area: English

Grade(s): 11

Course Description:

The SAT Preparation Course, which is aligned to the updated SAT (2016), will assist eleventh-grade students by improving SAT test-taking skills, specializing in the English-based portion of the exam. The curriculum is one of the two parts of the course designed to provide students with direct instruction in reading and writing skills that will be used on the Evidence-based Reading Test, the Writing and Language Test, and the optional Essay on the SAT. Students will review test-taking strategies for questions related to determining evidence in a passage, understanding vocabulary in context, interpreting and synthesizing data in informational graphics, and analyzing arguments and authors' rhetoric and use of language for effect, appeal, or the enhancement of meaning. Students will also learn how to respond to a writing prompt for the SAT essay, while also spending time reviewing grammatical structures and typical SAT vocabulary words-in-context strategies that they will encounter and apply on the test. Technology will be used when appropriate and be made available for additional practice.

Time/Credit for the Course: ¼ year or One (1) Marking Period

Curriculum Writing Committee: Bryan Pol

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Map

1. Marking Period One: Knowing and Applying a Comprehension of the SAT Reading and Writing & Language Exams

- Overview based on 45 days: 40 to 45 days
- Goals:

Understanding of:

- The variety of skills needed to prepare for the SAT
- A familiarity of the types of questions on both the evidence-based Reading and Writing and the Writing and Language sections of the test
- The format of practice exercises that apply strategies and concepts learned from test-taking strategies later to be applied to the exam
- A close reading analysis (and related strategies) of a variety of texts, from literary passages to documents written by the founding fathers, non-fiction selections rooted in the social sciences and physical sciences, and opinion-based persuasive pieces
- Analysis of text for its rhetorical content, so as to respond to its content in writing
- The format of the evidence-based Reading and Writing and Language exams on the SAT
- The types of questions found on the SAT and directions for answering each type of question
- Strategies and approaches for reading passages and answering SAT questions
- Contextual vocabulary and word study strategies
- Ways to write and improve SAT essays
- Test-taking skills and guessing strategies
- Grammatical structure of a passage and editing for a clear understanding
- The variety of grammatical, mechanical, and conventional errors and how to modify them, as they would appear on the Writing and Language section of the SAT
- Using a variety of resources, such as Khan Academy, Magoosh, the College Board, Ivy Global, and the like, in preparation for the SAT

Note: The sequence of some lessons and activities may vary depending upon the timing of the SAT. High school juniors in the spring semester typically take the test prior to the completion of the course. Therefore, the teacher may present lessons as necessary for exposure to the material before the test.

DELAWARE VALLEY SCHOOL DISTRICT

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit:

Knowing and Applying a Comprehension of the SAT Reading and Writing & Language Exams

Marking Period: 1

Standard(s): PACS English/Language Arts

Reading Informational Texts: CC.1.2.9-10.C; CC.1.2.9-10.D; CC.1.2.9-10.E; CC.1.2.9-10.F;
CC.1.2.9-10.G; CC.1.2.9-10.H; CC.1.2.9-10.I; CC.1.2.9-10.J; CC.1.2.9-10.K.

Reading Literature: CC.1.3.9-10.A; CC.1.3.9-10.B; CC.1.3.9-10.C; CC.1.3.9-10.D; CC.1.3.9-10.E;
CC.1.3.9-10.F; CC.1.3.9-10.G; CC.1.3.9-10.H; CC.1.3.9-10.I; CC.1.3.9-10.J; CC.1.3.9-10.K.

Writing: CC.1.4.9-10.A; CC.1.4.9-10.B; CC.1.4.9-10.C; CC.1.4.9-10.D; CC.1.4.9-10.E; CC.1.4.9-
10.F; CC.1.4.9-10.G; CC.1.4.9-10.I; CC.1.4.9-10.L; CC.1.4.9-10.Q; CC.1.4.9-10.S; CC.1.4.9-10.V.

Speaking and Listening: CC.1.5.9-10.A; CC.1.5.9-10.C; CC.1.5.9-10.D; CC.1.5.9-10.G.

Anchor(s): Reading Grade 11 Assessment Anchors

R11.A.1 - Understand fiction appropriate to grade level: R11.A.1.1, R11.A.1.1.2, R11.A.1.1.11.C,
R11.A.1.2, R11.A.1.3, R11.A.1.3.1, R11.A.1.3.2, R11.A.1.3, R11.A.1.3.1.1.11.A, R11.A.1.3.1.1.L.A,
R11.A.1.3.1.1.11.D, R11.A.1.3.1.1.L.D, R11.A.1.3.1.2.11.D, R11.A.1.3.1.2.11.E,
R11.A.1.3.1.2.11.A, R11.A.1.4, R11.A.1.4.1, R11.A.1.4.1.1.11.A, R11.A.1.4.1.1.L.A.,
R11.A.1.4.1.1.11.D, R11.A.1.4.1.1.L.D, R11.A.1.4.1.2.11.D, R11.A.1.4.1.2.11.E, R11.A.1.5,
R11.A.1.5.1, R11.A.1.6, R11.A.1.6.1, R11.A.1.6.2, R11.A.1.6.1.1.11.D, R11.A.1.6.1.3.L.A

R11.A.2 – Understand nonfiction appropriate to grade level: R11.A.2.1, R11.A.2.1.2,
R11.A.2.1.11.C, R11.A.2.2, R11.A.2.3, R11.A.2.3.1, R11.A.2.3.2, R11.A.2.3, R11.A.2.3.1.1.11.A,
R11.A.2.3.1.1.L.A, R11.A.2.3.1.1.11.D, R11.A.2.3.1.1.L.D, R11.A.2.3.1.2.11.D, R11.A.2.3.1.2.11.E,
R11.A.2.3.1.2.11.A, R11.A.2.4, R11.A.2.4.1, R11.A.2.4.1.1.11.A, R11.A.2.4.1.1.L.A.,
R11.A.2.4.1.1.11.D, R11.A.2.4.1.1.L.D, R11.A.2.4.1.2.11.D, R11.A.2.4.1.2.11.E, R11.A.2.5,
R11.A.2.5.1, R11.A.2.6, R11.A.2.6.1, R11.A.2.6.2, R11.A.2.6.1.1.11.D, R11.A.2.6.1.3.L.A

R11.B.1 – Understand components within and between texts: R11.B.1.1, R11.B.1.1.1,
R11.B.1.1.3.12.A, R11.B.1.1.3.L.A, R11.B.1.1.2.11.C, R11.B.1.1.3.L.C, R11.B.1.1.3.11.D, R11.B.1.2,
R11.B.1.2.1, R11.B.1.2.1.1.11.D, R11.B.1.2.1.1.L.D, R11.B.1.2.1.2.11.C, R11.B.1.2.1.2.11.B

DELAWARE VALLEY SCHOOL DISTRICT

R11.B.2 – Understand literary devices in fictional and nonfictional text: R11.B.2.1, R11.B.2.1, R11.B.2.1.2, R11.B.2.1.3.11.C, R11.B.2.1.3.L.C, R11.B.2.1.2.11.D, R11.B. R11.B.2.1.3.L.D, R11.B.2.2, R11.B.2.2.1, R11.B.2.2.2, R11.B.2.2.1.3.11.C, R11.B.2.2.1.3.L.C, R11.B.2.2.1.2.11.D

R11.B.3 – Understand concepts and organization of nonfictional text: R11.B.3.1, R11.B.3.1.1, R11.B.3.1.2.11.B, R11.B.3.1.2.L.C, R11.B.3.2, R11.B.3.2.1, R11.B.3.2.2, R11.B.3.1.2.11.C, R11.B.3.1.2.L.C, R11.B.3.3, R11.B.3.3.2, R11.B.3.3.4, R11.B.3.1.2.11.A, R11.B.3.1.2.L.A, R11.B.3.1.2.12.E, R11.B.3.1.2.L.E

Big Idea # 1: Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

Essential Question:

- How does interaction with text provoke thinking and response?

Big Idea #2: Effective readers use appropriate strategies to construct meaning.

Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?

Big Idea #3: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Essential Questions:

- How do readers know what to believe in what they read, hear, and view?
- How does the interaction with text provoke thinking and response?

Big Idea #4: An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions:

- Why learn new words?
- What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?

Concepts:

- Essential content, literary elements and devices inform meaning
- Textual structure, features and organization inform meaning
- Acquiring and applying a robust vocabulary assists in constructing meaning

DELAWARE VALLEY SCHOOL DISTRICT

Competencies:

- Identify and evaluate essential content between and among various text types
- Evaluate the effects of inclusion and exclusion of information in persuasive text
- Use and cite evidence from texts to make assertions, inferences, generalizations, and draw conclusions
- Interpret and analyze the effect of literary devices within and among texts
- Evaluate the effectiveness of the author's use of literary devices in various genre
- Analyze and evaluate the author's use of literary elements within and among genres
- Analyze and evaluate author's/authors' use of conflict, theme, and/or point of view within and among text
- Evaluate the presentation of essential and nonessential information in texts, identifying the author's implicit or explicit bias and assumptions
- Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning
- Analyze connections between and among words based on meaning, content, and context to distinguish nuances or connotations
- Evaluate the context of literal, figurative, and idiomatic vocabulary to clarify meaning
- Generalize the use of academic vocabulary across disciplines.
- Use grade appropriate resources to confirm and extend meaning of vocabulary

Big Idea #5: Writing is a means of documenting thinking.

Essential Questions:

- What role does writing play in our lives?
- How do we develop into effective writers?

Big Idea #6: Writing is a recursive process that conveys ideas, thoughts and feelings.

Essential Question:

- To what extent does the writing process contribute to the quality of writing?

Big Idea #7: Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Essential Questions:

- Why do we write?
- What is the purpose?
- Who is my audience?
- What makes clear and effective writing? What will work best for the audience?

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea #8: Rules of grammar and convention of language support clarity of communication between writers/speakers, and readers/listeners.

Essential Question:

- How do grammar and the conventions of language influence spoken and written text?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing

Competencies:

- Use socially and academically appropriate writing conventions in a variety of formal and informal communication.
- Use socially and academically appropriate language and content
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus
- Incorporate an expansive and expressive vocabulary that includes terms specific to the topic
- Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader
- Use organizational patterns that support key ideas and are appropriate to format and purpose. (organization)
- Integrate appropriate transitions within and between paragraphs.
- Construct parallel structures between sentences, paragraphs and related documents.
- Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus).
- Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content).
- Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization).
- Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style).
- Use proper conventions to compose in the standard form of the English language (conventions).
- Write to influence the audience by:
 - stating and supporting a position with detailed evidence, examples, and reasons.
 - using persuasive techniques (e.g.: emotional appeal, statistics, description, anecdote, example, expert opinion, analogies and illustrations) to strengthen the argument.

DELAWARE VALLEY SCHOOL DISTRICT

- employing a distinct structure to organize the argument and the opposing viewpoints.
- acknowledging and refuting opposing arguments.
- supporting judgments with relevant evidence and detail.
- presenting the position in either a deductive or an inductive framework
- Write to inform by:
 - presenting information purposefully and succinctly to meet the needs of the intended audience.
 - applying organizational structures that communicate information and ideas accurately and coherently.
 - using language that qualifies fact from opinion.
 - using language that qualifies evidence from inference.
- Apply the writing process to develop a piece of work (i.e. pre-write, draft, revise, edit and publish). Revise writing by:
 - examining how the questions of purpose, audience, and genre have been addressed
 - examining and improving style, word choice, sentence variety and subtlety of meaning

Big Idea #9: Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

Essential Questions:

- How does productive oral communication rely on speaking and listening?
- What do good listeners do?
- How do active listeners make meaning?
- How do active listeners know what to believe in what they hear?

Concepts:

- Active, critical listening facilitates collaborative discussions, learning and good communication.

Competencies:

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message.
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.
- Listen with civility to the ideas of others.
- Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively.

DELAWARE VALLEY SCHOOL DISTRICT

- Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis and tone.

Overview:

This unit and course will explore a diverse collection of cross-curricular, informational texts and short fiction pieces, both classic and contemporary, that were derived from the Scholastic Achievement Test (SAT), so as to observe the style and mode of passages that frequently appear on the SAT, encouraging students to read for content understanding (the SAT Reading exam) and grammatical comprehension (the SAT Writing and Language exam). The unit and course will also aim to reinforce the reading and composition skills attained in current and previous English courses, so as to provide greater success on the English portion of the SAT exam.

Goals:

- Students will sharpen their understanding of the Reading portion of the Scholastic Assessment Test (SAT) through a refining of close reading analysis skills.
- Students will sharpen their understanding of the Writing & Language portion of the Scholastic Assessment Test (SAT) through a refining of grammatical and composition skills that are specific to, but not entirely limited to:
 - subject/verb agreement
 - pronoun/antecedent agreement
 - verb tense shifts
 - proper punctuation
 - proper syntax
 - proper diction
 - infinitives
 - adjectives and adverbs
 - participles
 - idioms
 - problems associated with wordiness and redundancy
 - word usage (i.e. recognizing affect vs. effect)
 - structure and organization
 - plurals and spellings
 - sentence composition related to:
 - sentence variety
 - subject-verb agreement
 - pronoun-antecedent agreement
 - sentence combining-modeling
 - comma splices and run-on sentences
 - sentence fragments and rambling sentences
 - misplaced and dangling modifiers
 - parallel structure

DELAWARE VALLEY SCHOOL DISTRICT

- shifts in construction, verb tense, and pronouns
 - recognizing passive vs. active voice
- Students will practice for the SAT by answering sample questions in an environment similar to the time tests administered for the SAT.
- Students will become familiar with the College Board website, Magoosh, Ivy Global, and Khan Academy, along with other online tools, for practice and study.
- Students will work with vocabulary words that are often found on the SAT and review these words in context.
- Students will be able to apply strategies discussed in class to answer evidence-based questions, as found on the SAT.
- Students will gain a deeper understanding of how to answer evidence-based questions by practicing sample exercises.
- Students will be exposed to strategies that they can employ to preview and read passages and questions by annotating texts and reading for clarity.
- Students will actively read and mark up text, so as to gain deeper understanding of a selected reading.
- Students will make inferences and apply what they have read to another similar passage.
- Students will read to discover the overall theme, author's purpose, or tone of a passage, then answer questions related to such content.
- Students will be asked to find the best evidence in the text for an answer to another question in the section that supports the conclusion made in the question itself.
- Students will recognize an effective summary of a passage and understand relationships in a text by exploring text organization and purpose.
- Students will be able to discover the best approaches to reading and answering rhetoric questions from the SAT passages.
- Students will analyze word choice, text structure, point of view, purpose, and arguments to determine the author's effectiveness in construction a message for an audience.
- Students will be able to discover the best approaches to reading and answering synthesis questions from the SAT.
- Students, through questions associated with paired passages, will be asked to assess their understanding of each passage individually, as well as their skill in drawing meaningful connections between the two sources in relation to content, focus, and perspective.
- Students will analyze quantitative information as presented in graphics and the accompanying texts.
- Students will locate information on a graphic and draw reasonable conclusions from the data presented in it and connect the information with the related history/social studies or science passages included with the graphic.
- Students, when evaluating a passage, will consider the development of a passage, including refining prepositions and focus, adding support and evaluating quantitative information, the organization of the passage to enhance cohesion through logical sequence and transitions, and written expression to achieve precision, conciseness, style, tone, and syntax.

DELAWARE VALLEY SCHOOL DISTRICT

- Students will be able to develop, support, and present a point of view through a well-organized and coherent essay based on a prompt for the SAT.
- Students will gain insight into the best ways to approach a prompt from planning and forethought to the drafting of an essay that will be scored favorably by SAT readers.
- Students will explore ways to approach the reading of the passage for a prompt to help determine the major elements of the passage and to more clearly evaluate the author's argument in relation to his or her topic.
- Students will critique other students' essays and review examples of sound and poor writing for the SAT.
- Students will learn the best approaches for writing, which include writing a thesis, varying sentence structure, and using clear and concise vocabulary.

Objectives:

1. Students will be able apply their knowledge of the format of the test through practice, analysis and drill to fully prepare for the actual SAT. (DOK – Level Three)
2. Students will be able to analyze the best approaches to reading and answering questions on the SAT. (DOK – Level Three)
3. Students will be able to determine a central idea of a text and analyze its development in detail. (DOK – Level Three)
4. Students will assess author's style by investigating the diction, tone, and syntax contained in a text. (DOK – Level Three)
5. Students will apply what they have learned about passage-based reading and vocabulary to practice questions for the SAT. (DOK- Level Three)
6. Students will use context clues to identify the meaning of unfamiliar words. (DOK – Level Two)
7. Students will be able to differentiate between word parts and their meanings to enhance vocabulary acquisition. (DOK – Level Three)
8. Students will use context clues to identify the meaning of unfamiliar words. (DOK – Level Two)
9. Students will apply what they have learned about word parts and vocabulary to practice questions for the SAT. (DOK- Level Three)
10. Students will evaluate various strategies and their effectiveness in vocabulary acquisition. (DOK- Level Three)
11. Students will analyze and synthesize information from a pair of passages or a passage and a graphic in order to answer related questions. (DOK – Level Three)
12. Students will be able to analyze the best approaches to answering the questions on the Writing and Language section of the SAT. (DOK – Level Three)
13. Students will be able to identify common errors in passages that relate to the author's expression of ideas. (DOK – Level Two)

DELAWARE VALLEY SCHOOL DISTRICT

14. Students will be able to revise and edit a piece of writing so that it is more structurally, grammatically, and rhetorically sound. (DOK – Level Three)
15. Students will be able to analyze grammatical and mechanical elements of the English language to find the best approaches to answering questions on the SAT. (DOK – Level Three)
16. Students will be able to identify common errors in sentences and paragraphs that relate to grammar and mechanics skills. (DOK – Level Two)
17. Students will be able to analyze the best approaches to reading the passage and prompt and then plan and write an essay under timed conditions for the SAT. (DOK – Level Three)
18. Students will be able to construct an essay that includes well-developed and supported ideas. (DOK – Level Three)
19. Students will be able to develop an essay that reflects their own style, expresses a thesis and is organized and grammatically correct. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

1. To begin the marking period, students will complete a pre-test for both the Reading and the Writing and Language sections/exam, which will count as a SKILLS PRACTICE assessment. The Reading exam is 65 minutes long, so it is suggested that the test be administered over two days. The Writing and Language exam is 35 minutes in length, so it can be administered in one class period. Use Sections 1 and 2 of this sample PSAT/NMSQT exam (Practice Test #1) as a diagnostic:
<https://collegereadiness.collegeboard.org/pdf/psat-nmsgt-practice-test-1.pdf>. Teacher may use the Answer Explanations guide for guided practice to determine student strengths and areas for improvement:
<https://collegereadiness.collegeboard.org/pdf/psat-nmsgt-practice-test-1-answers.pdf>. Assessments will be curved on an as-needed basis.
2. As an introduction to the course, students will be guided through the following videos to preview key elements of the exam:
 - a. About the SAT Reading Test: What to Expect
<https://www.youtube.com/watch?v=JajE7DVVhuo>
 - b. About the SAT Writing and Language Test: What to Expect
<https://www.youtube.com/watch?v=ZQLCrCJ7a2g>
 - c. About the SAT Essay: What to Expect
<https://www.youtube.com/watch?v=m7thew7Klcl>
 - d. Tutor Ted: SAT Reading – The Five Minute Version
https://www.youtube.com/watch?v=eFB_I0tJ1_Y

DELAWARE VALLEY SCHOOL DISTRICT

- e. Tutor Ted: SAT Writing and Language – The Five Minute Version
<https://www.youtube.com/watch?v=9ADJW-52yck>
 - f. Tutor Ted : SAT Essay – The Two Minute Version
<https://www.youtube.com/watch?v=Lzgpjni-3Fo>
3. Throughout the course of the marking period, students will complete **four** separate SAT practice quizzes (counting as SKILLS APPLICATION assessments, to be curved on an as-needed basis), derived from any of the following **eight** practice exams, featuring any combination of **three** Reading passages and **two** Writing and Language passages, to total, at minimum, **fifty (50)** questions per practice assessment:
- a. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-1.pdf>
 - b. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-2.pdf>
 - c. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-3.pdf>
 - d. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-4.pdf>
 - e. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-5.pdf>
 - f. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-6.pdf>
 - g. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-7.pdf>
 - h. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-8.pdf>

Teacher may use the Answer Explanations guide for guided practice to determine student strengths and areas for improvement:

- a. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-1-answers.pdf>
 - b. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-2-answers.pdf>
 - c. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-3-answers.pdf>
 - d. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-4-answers.pdf>
 - e. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-5-answers.pdf>
 - f. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-6-answers.pdf>
 - g. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-7-answers.pdf>
 - h. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-8-answers.pdf>
4. For practice and evaluation of grammatical, mechanical, and conventional errors and issues that surface on the Writing and Language exam, students will view a Khan Academy or Smart English video lesson and complete accompanying Grammar Bytes exercises that address the error/issue in question.
- a. The comma, including video
(<https://www.youtube.com/watch?v=Wk0k2FLjM1c>) and practice
(<http://www.chompchomp.com/handouts/commas01.pdf>),

DELAWARE VALLEY SCHOOL DISTRICT

- <http://www.chompchomp.com/handouts/commas02.pdf>, and <http://www.chompchomp.com/handouts/commas05.pdf>).
- b. Run-ons and comma splices, including video (<https://www.youtube.com/watch?v=Fh45mhVsZrU>) and practice (<http://www.chompchomp.com/handouts/csfs04.pdf> and <http://www.chompchomp.com/handouts/csfs05.pdf>).
- c. Sentence fragments, including video (<https://www.youtube.com/watch?v=xpoZBnXHg3E>) and practice (<http://www.chompchomp.com/handouts/frag01.pdf>, <http://www.chompchomp.com/handouts/frag05.pdf>, and <http://www.chompchomp.com/handouts/frag07.pdf>).
- d. Parallel structure, including videos (<https://www.youtube.com/watch?v=2l2FgUrn1A> and <https://www.youtube.com/watch?v=ldqb2Snn-6s>) and practice (<http://www.chompchomp.com/handouts/structure01.pdf> and <http://www.chompchomp.com/handouts/structure05.pdf>).
- e. Dangling and misplaced modifiers, including videos (<https://www.youtube.com/watch?v=SjunMcrXgE0> and https://www.youtube.com/watch?v=y088_oOZwCo) and practice (<http://www.chompchomp.com/handouts/modifiers01.pdf> and <http://www.chompchomp.com/handouts/modifiers05.pdf>).
- f. The apostrophe, including videos (<https://www.youtube.com/watch?v=o6zzLAhEyqo>, <https://www.youtube.com/watch?v=2M4EDrD3aBQ>, https://www.youtube.com/watch?v=q5sG_CkkAs8, and <https://www.youtube.com/watch?v=xRGjQdHToNA>) and practice (<http://www.chompchomp.com/handouts/apostrophes01.pdf>, <http://www.chompchomp.com/handouts/apostrophes04.pdf>, and <http://www.chompchomp.com/handouts/apostrophes05.pdf>).
- g. Pronouns and pronoun/antecedent agreement, including videos (<https://www.youtube.com/watch?v=nkjKPhleQ5E> and <https://www.youtube.com/watch?v=j9kiACViG60>) and practice (<http://www.chompchomp.com/handouts/proagree01.pdf>, <http://www.chompchomp.com/handouts/proagree04.pdf>, and <http://www.chompchomp.com/handouts/proagree05.pdf>).
- h. Subject/verb agreement, including videos (<https://www.youtube.com/watch?v=4fMipjAnIRk> and <https://www.youtube.com/watch?v=MfWGyjU32Xs>) and practice

DELAWARE VALLEY SCHOOL DISTRICT

- <http://www.chompchomp.com/handouts/sva01.pdf>,
<http://www.chompchomp.com/handouts/sva04.pdf>, and
<http://www.chompchomp.com/handouts/sva05.pdf>).
- i. Irregular verbs, including videos (https://www.youtube.com/watch?v=ZKr--3HpP_A, <https://www.youtube.com/watch?v=1iDCV5NbbzM>, and <https://www.youtube.com/watch?v=zPQftyPqEDs>) and practice (<http://www.chompchomp.com/handouts/irregular01.pdf>, <http://www.chompchomp.com/handouts/irregular05.pdf>, and <http://www.chompchomp.com/handouts/irregular06.pdf>).
- j. Commonly confused words, including videos (<https://www.youtube.com/watch?v=0D54pfccNUQ>, <https://www.youtube.com/watch?v=joTuAvMQ9vE>, <https://www.youtube.com/watch?v=Yhaa214UKvA>, and <https://www.youtube.com/watch?v=bPqMLKXoEac>) and practice (<http://www.chompchomp.com/handouts/wordchoice01.pdf>, <http://www.chompchomp.com/handouts/wordchoice11.pdf>, <http://www.chompchomp.com/handouts/wordchoice13.pdf>, and <http://www.chompchomp.com/handouts/wordchoice06.pdf>).
5. Guided practice for vocabulary enrichment: from *SAT Power Vocab, 2nd Edition (The Princeton Review)*
6. With regards to the SAT Reading exam, describe and explicate the elements of structure, form, style, and rhetorical device in the cross-curricular, informational (non-fiction and fiction) texts prescribed from practice passages for this unit and analyze the thematic message—explicitly or implicitly stated—inherent of each piece.
7. Closely read and analyze select passages patterned after texts that are found on the SAT Reading assessment, with a focus on (a) theme, (b) author’s purpose, (c) tone, (d) structure and organization, and (e) diction and syntax, using Applied Practice SAT exams (located in the English Department public file, inspired by *The Scarlet Letter*, *The Great Gatsby*, *Lord of the Flies*, and *Brave New World*) and a selection of practice exams listed below, available through Magoosh, Ivy Global, and the like. Exam sections should be processed and projected via SMART Notebook for the purpose of annotating, highlighting, and modeling test-taking strategies. Teacher may also utilize any sections of the aforementioned SAT practice exams (listed above) not already used for an in-class practice assessment.

DELAWARE VALLEY SCHOOL DISTRICT

- a. https://sat.magoosh.com/sat-practice-test-pdf?utm_source=satblog&utm_medium=blog&utm_campaign=satpracticetest&utm_term=button
 - b. <https://downloads.ivyglobal.com/Study/SAT-Reading.pdf>
 - c. <https://downloads.ivyglobal.com/Study/PSAT-Reading.pdf>
 - d. <https://collegereadiness.collegeboard.org/pdf/psat-nmsqt-practice-test-2.pdf>
8. Closely read and analyze select passages patterned after texts that are found on the SAT Writing and Language assessment, with a focus on the grammatical, mechanical, and conventional errors that are featured on this portion of the exam, using Applied Practice SAT exams (located in the English Department public file, inspired by *The Scarlet Letter*, *The Great Gatsby*, *Lord of the Flies*, and *Brave New World*) and a selection of practice exams listed below, available through Magoosh, Ivy Global, and the like. Exam sections should be processed and projected via SMART Notebook for the purpose of annotating, highlighting, and modeling test-taking strategies. Teacher may also utilize any sections of the aforementioned SAT practice exams (listed above) not already used for an in-class practice assessment.
- a. https://sat.magoosh.com/sat-practice-test-pdf?utm_source=satblog&utm_medium=blog&utm_campaign=satpracticetest&utm_term=button
 - b. <https://downloads.ivyglobal.com/Study/SAT-Writing.pdf>
 - c. <https://downloads.ivyglobal.com/Study/PSAT-Writing.pdf>
 - d. <https://collegereadiness.collegeboard.org/pdf/psat-nmsqt-practice-test-2.pdf>
9. For extended work with the SAT Essay:
- a. Read and analyze sample essays, review prompts, and examine practice annotation techniques (see The College Board, Ivy Global, and Khan Academy websites for sample passages and prompts).
 - i. Sample Prompts:
 1. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-1-essay.pdf>
 2. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-2-essay.pdf>
 3. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-3-essay.pdf>
 4. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-4-essay.pdf>

DELAWARE VALLEY SCHOOL DISTRICT

5. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-5-essay.pdf>
 6. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-6-essay.pdf>
 7. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-7-essay.pdf>
 8. <https://collegereadiness.collegeboard.org/pdf/sat-practice-test-8-essay.pdf>
- ii. Sample Student Responses, with Scores and Justification for Scores
1. <https://collegereadiness.collegeboard.org/sample-questions/essay/1>
 2. <https://collegereadiness.collegeboard.org/sample-questions/essay/2>
- b. Have students review the essay prompt, which remains the same for all essays.
- c. Explain and use “SOAPStone” as a means of analyzing the passage (see “The Redesigned SAT Teacher Implementation Guide” or APPENDIX C in this document).
- d. Read a passage and write a sample essay.
- e. Use criteria to critique and score the essay with the scoring rubric (*The Official SAT Study Guide*).
- i. Rubric and Scoring:
https://collegereadiness.collegeboard.org/sat/scores/understanding-scores/essay#apricot_sX4mGEu14k
- f. Have another student critique and score the essay, if time permits.
- g. Review Strategies/Approaches for writing essays for the SAT using *College Board: The Official SAT Study Guide* and other sources.
- h. Complete exercises that strengthen writing for the SAT, including thesis, body, citing evidence, conclusion, and the like.
- i. Read and analyze additional SAT writing prompts, as time permits.

Assessments:

- **Diagnostic:**
 - Pre-tests for Reading and Writing and Language
- **Formative:**
 - Teacher observation and questioning
 - Monitoring work on pre-tests
 - Monitoring work on practice exercises

DELAWARE VALLEY SCHOOL DISTRICT

- Exit slips
- Completion and discussion of vocabulary exercises from *SAT Power Vocab, 2nd Edition (The Princeton Review)*
- **Summative:**
 - SAT practice assessments (objective and skills-based), patterned after sample SAT Practice exams, listed above (four in total throughout the marking period)
 - SAT scored essay (one for the marking period)

Extensions:

Throughout the course, students may do the following: complete SAT Preparation exercises on Study Island (useful for grammar activities for the Writing/Language Test); conduct research about the SAT online at www.collegeboard.org; more practice tests and questions, as time permits.

Additional Extensions:

- Read and analyze extended passages of text at varied length and levels of text complexity- look for evidence of authors' arguments.
- Practice analysis and synthesis of a variety of fiction and nonfiction texts; ask students to review word choice, structure and other rhetorical techniques.
- Have students explore reading assignments that include graphics, historical, science and career-related topics; involve students in the Great Global Conversation and in reading the language found U.S. Founding Documents.
- Work with word connotations and "shades of meaning" through activities and Games.

Correctives:

Additional practice with exercises from *500+ Practice Questions for the New SAT* and other sources as available, including Study Island and the College Board website

Materials and Resources:

- College Board's *The Official SAT Study Guide*
- Practice Tests from *The Official SAT Study Guide* or College Board website
- College Board online resources, such as "The Redesigned SAT Teacher Implementation Guide"
- Online resources, such as Khan Academy, Magoosh, and Ivy Global
- Study Island - SAT Preparation- Teacher must enter in a class and assign categories
- *500+ Practice Questions for the New SAT*

DELAWARE VALLEY SCHOOL DISTRICT

- *SAT Power Vocab, 2nd Edition (The Princeton Review): A Complete Guide to Vocabulary Skills and Strategies for the SAT*

DELAWARE VALLEY SCHOOL DISTRICT

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: *The Official SAT Study Guide Textbook*

ISBN-13: 978-1-4573-0430-9 Textbook

ISBN-10: 1-4573-0430-9

Textbook Publisher & Year of Publication: College Board, 2015

Curriculum Textbook is utilized in SAT Preparation (Reading/Writing and Language/Optional Essay)

Name of Textbook: *The Princeton Review: 500+ Practice Questions for the New SAT Textbook*

ISBN #: 978-1-101-88175-0

Textbook Publisher & Year of Publication: Penguin Random House, 2015

Curriculum Textbook is utilized in SAT Preparation (Reading/Writing and Language/Optional Essay)

Name of Textbook: *SAT Power Vocab, 2nd Edition: A Complete Guide to Vocabulary Skills and Strategies for the SAT (College Test Preparation)*

ISBN-13: 978-0451487544

ISBN-10: 9780451487544

Textbook Publisher & Year of Publication: Princeton Review, 2017

Curriculum Textbook is utilized in SAT Preparation (Reading/Writing and Language/Optional Essay)

DELAWARE VALLEY SCHOOL DISTRICT

APPENDIX C- Graphic Organizers

From "The Redesigned Teacher Implementation Guide" by The College Board

SOAPSTone	Analysis	Textual Support
-----------	----------	-----------------

Speaker:

What does the reader know about the writer?

Occasion:

What are the circumstances surrounding this text?

Audience:

Who is the target audience?

Purpose:

Why did the author write this text?

Subject:

What is the topic?

Tone:

What is the author's tone or attitude?

DELAWARE VALLEY SCHOOL DISTRICT

OPTIC

O – Overview

Write **Overview** notes about the informational graphic.

P – Parts

Zoom in on the **Parts** of the visual and describe important details.

T – Title

Record the **Title**.

I – Interrelationships

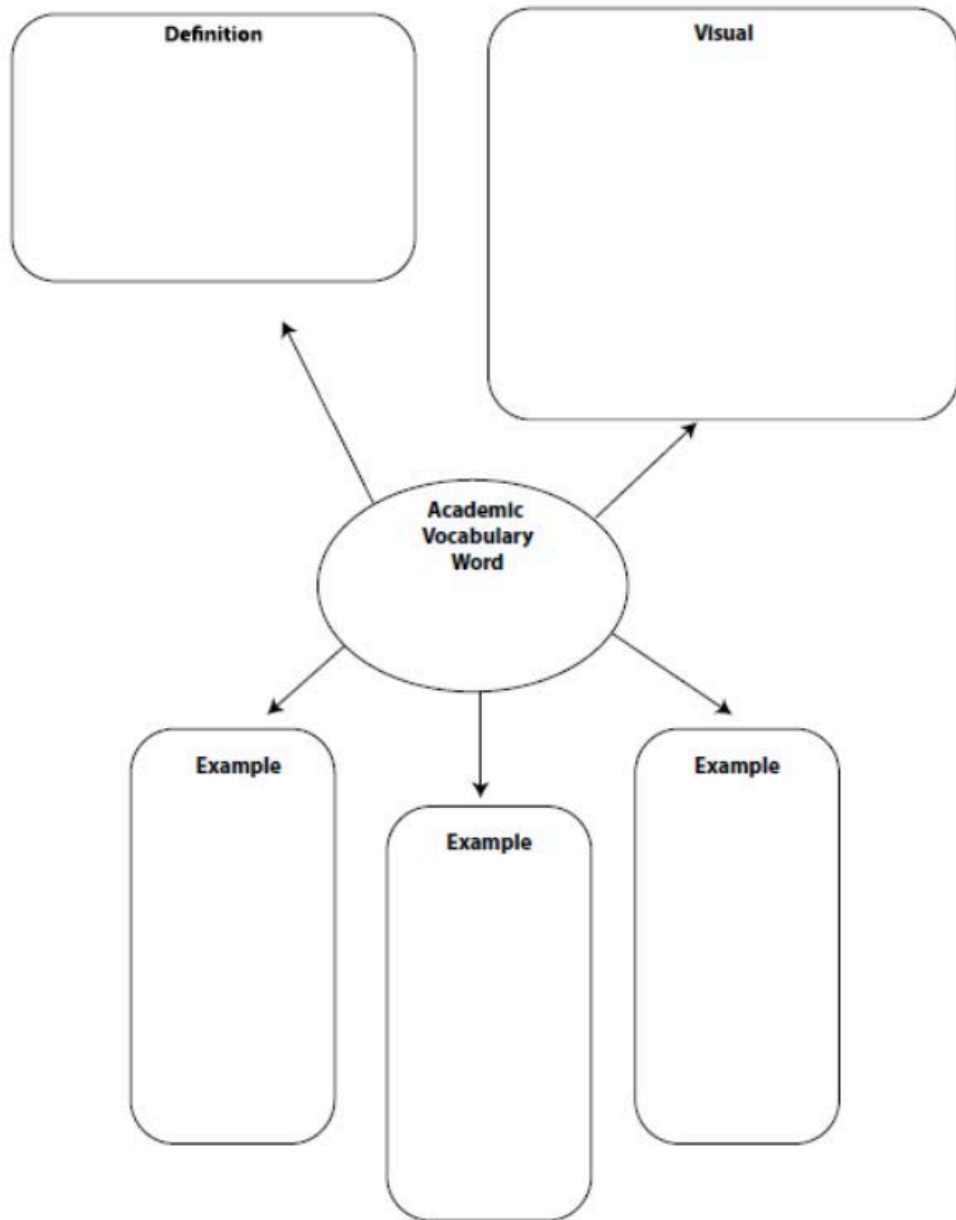
Identify **Interrelationships** among elements of the graphic.

C – Conclusions

Draw **Conclusions** about the graphic as a whole.

DELAWARE VALLEY SCHOOL DISTRICT

Word Map



DELAWARE VALLEY SCHOOL DISTRICT

APPENDIX D

Test-Taking Approaches and Tips

- **Read carefully.** Consider all the choices in each question. Avoid careless mistakes that will cause you to lose points.
- **Answer the easy questions first.** Work on less time-consuming questions before moving on to the more difficult ones. Questions on each test are generally ordered from easiest to hardest.
- **Eliminate answer choices that you know are wrong.** Cross them out in your test booklet so that you can clearly see which choices are left.
- **Make an educated guess or skip the question.** If you have eliminated the choices that you know are wrong, guessing is your best strategy. However, if you cannot eliminate any of the answer choices, it is best to skip the question. You will lose points for incorrect answers.
- **Keep your answer sheet neat.** The answer sheet is scored by a machine, which can't tell the difference between an answer and a doodle. If the machine reads marks that could be two answers for one question, it will consider the question unanswered.
- **Use your test booklet as scrap paper.** Use it to make notes or write down ideas. What you write in the booklet will not affect your score.
- **Circle the questions you skip in your booklet.** This will help you keep track of which questions you didn't answer.
- **Check your answer sheet regularly.** Make sure you are in the right place. Check the number of the question and the number on the answer sheet every few questions. This is especially important when you skip a question.
- **Work at an even, steady pace, and keep moving.** Each question on the test takes a certain amount of time to read and answer. Through practice, you can develop a sense of timing to help you complete the test. Your goal is to spend time on the questions that you are most likely to answer correctly.
- **Keep track of time.** You are given one hour to complete each test. Occasionally check your progress so that you know where you are and how much time is left.
- **Remember to always use a No. 2 pencil.** All answer sheet circles must be filled in darkly and completely with a No. 2 pencil. If you need to erase an answer, erase it as completely as possible.
- **Do not try to erase all of your answers.** If you erase all of the answers to one of the tests you take on a given date, all of your tests you take that day will be canceled. Remember that you can choose which scores to send to colleges.

<https://collegereadiness.collegeboard.org/sat-subject-tests/taking-the-test/test-taking-tips>