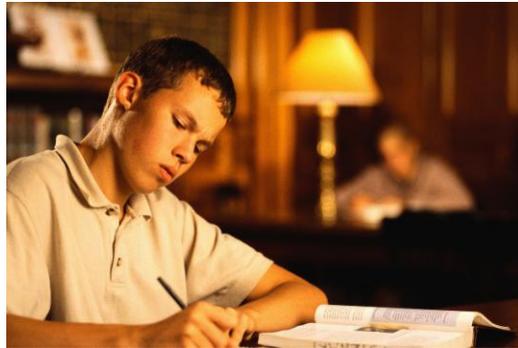


PARK RIDGE SCHOOL DISTRICT

Park Ridge, New Jersey



SAT Preparation-Reading, Writing Curriculum Guide

Approved by Park Ridge Board of Education – August 27, 2012

Language Arts Literacy Curriculum Guide

All 7-12 teachers participated in the Language Arts curriculum revision process days during the 2011 – 2012 school year, thereby affording opportunities for teachers to add their knowledge and professional experiences to the process. Teachers on the curriculum revision committee based the curriculum on the National Common Core Standards, teacher input and recommendations collected from collaboration efforts. The curriculum writing committee members will act as a resource for their department colleagues. Opportunities to discuss the curriculum implementation, teaching strategies, resources, as well as reflections and concerns will be provided during the 2012-13 school year.

I am grateful to the curriculum committee members for the many hours and expertise they devoted to writing this curriculum guide. The committee members are commended for their efforts and interest in providing the Park Ridge School District with a thorough curriculum that aligns with the National Common Core Standards for Language Arts Literacy.

According to the 2010 National Common Core Standards Initiative, “The Common Core Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With our students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

Cathy Timpone, Ed. D.
Director of Curriculum & Instruction

Language Arts Literacy Curriculum Guide

Grades 7-12 Curriculum Writing Committee:

Meredith McCamble revised:

Reading 7 Curriculum Guide

Michelle Muller revised:

English 7 Curriculum Guide

Melissa Quackenbush revised:

English 8, Reading 8, English 9, English 9 Honors Curriculum Guides

Stephanie Buckley revised:

Speech and Drama 7, Speech and Drama 8, American Literature, American Literature Honors, Express Yourself, Acting in Performing Arts I and II, Theatre and Dance, Public Speaking, and At The Movies Curriculum Guides

Maria Papadopoulas revised:

Children in Film, British Literature, Themes in world Literature
Creative Writing I, II, and III, Journalism I, II, III,
Pulp Fiction, and Freshman Focus

Christine Dow revised:

SAT Preparation for Reading and Writing

Maria Papadopoulos, High School Language Arts Literacy Supervisor

Administration:

Troy Lederman, Principal, Park Ridge High School
Dr. Cathy Timpone, Director of Curriculum and Instruction
Dr. Robert Gamper, Superintendent

Board Approval Date: August 27, 2012

PARK RIDGE SCHOOL DISTRICT
Park Ridge, NJ

ENGLISH DEPARTMENT, 2012-2013

CCOURSE TITLE/GRADE & SUBJECT: SAT Prep /gr. 11 English

COURSE # 1700

PREREQUISITE: None

TIME ALLOCATION: one semester--five days per week (44 minutes per day) — 2.5 credits

TEXTS: *The Official College Board SAT Study Guide*
Smoop SAT (on-line resource)
Writers Inc Handbook

COURSE PHILOSOPHY:

While the Scholastic Aptitude Test is meant to be a comprehensive gauge of one's understanding and proficiency in essential academics through grade eleven, we recognize and appreciate that taking the test is a separate and essential skill in and of itself. This course will address the skills that pertain to the Reading and Writing sections of the SAT. Students will be introduced to the format of the test, effective test-taking strategies and overall test expectations. Through guided practice, students will develop the skills needed for future success on the SAT. Vocabulary in context, common grammar and syntax errors, good essay development, active reading and critical thinking will be featured in this course. Test familiarity, skill development and individual student progress are learning targets for this course.

OVERARCHING ENDURING UNDERSTANDINGS:

- Test-taking is a skill that must be practiced and honed in order to achieve one's highest possible score.
- Active readers use various strategies to increase reading comprehension.
- Effective writers demonstrate control over the development and expression of ideas.
- Time limitations necessitate the use of strategy and critical decision-making.
- Test preparation requires time and repeated practice.

OVERARCHING ESSENTIAL QUESTIONS:

- In which way(s) can a standard-based test, applied generally and broadly to millions of students, pinpoint and assess an individual's

specific ability or potential?

- How can a student improve his/her chances of doing well on the SAT?
- Given the generalized nature of this assessment, in which areas does a student need to stretch himself/herself furthest in order to improve his/her overall score?
- How can students hone their fundamental reading skills to be more effective in answering the questions that target specific reading skills?
- How can students develop interesting and well-written essays under time restraints?
- What does effective writing look like?
- In which ways are basic education classes (Math, Science, Social Studies, English) featured in this test?

TABLE OF CONTENTS:

UNIT 1: Decoding the Formula and Structure of the SAT/Unlocking Vocabulary

UNIT 2: The Critical Reading Section

UNIT 3: The Writing Section

UNIT ONE: DECODING THE FORMULA AND STRUCTURE OF THE SAT/UNLOCKING VOCABULARY

UNIT SUMMARY:

1. The goal of this course is to introduce and hone specific skills for taking the quintessential standardized test – the SAT. The goal of this unit is to make the test seem less daunting, by explaining the purpose, layout, scoring, and discussing strategies that will make studying for and taking the test less overwhelming.
2. This unit will address the following:
 - Provide a brief history of the SAT, its purpose, and how it might fit into students’ specific schema and strata of knowledge.
 - Explain to students the breakdown of the Reading and Writing sections, including timing and number of sections.
 - Introduce the students to the resources available outside the context of the classroom, specifically the online resources provided through the purchase of the College Board SAT Prep book. (www.collegeboard.com/SATstudyguide)
 - Teacher will take class time to walk through the website with the students and help them set up their accounts so as to increase the likelihood that students will continue to utilize this tool.
 - Encourage the students to spend specific and separate time working solely on SAT practice, including vocabulary – and point out the cross-curricular connections made throughout the test, specifically in the Critical Reading and Writing sections.
 - Begin a standard vocabulary routine that will enhance the students’ ability to recognize and decode words that may be on the SAT. Such instruction will include Greek and Latin roots, as well as meaning-making phonemes, such as prefixes and suffixes.
3. Given that this is a ½-year, Pass/Fail course, students need to understand the philosophy, strengths, and weaknesses of the work done over the intermittent sessions and the importance of self-discipline in keeping up with and pursuing practice of techniques. By laying out the structure and introducing the tools, as well as leveling with the students what they will actually encounter and what some of the roadblocks might be, students can begin to relax and start to get their heads around controlling their experience of this seminal milestone in their high school experience.
4. Teacher will discuss dates for the PSAT as well as SAT, as well as go over the registration process.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

As Reading and Writing section of the SAT pulls in material and subject matter from multiple content areas and disciplines, there will inherently be interdisciplinary connections that the student will then be encouraged to deepen and stretch in accordance with his/her own personal experience in these areas. *21st Century Themes*, while not noted separately, may arise over this course of study.

STANDARDS

LANGUAGE

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- In which way(s) can a standard-based test, applied generally and broadly to millions of students, pinpoint and assess an individual's specific ability or potential?
- How can using specific, repetitive structured study and test-taking techniques actually improve an individual's chances of doing well on the SAT versus simply being a knowledgeable student?
- How does systematic vocabulary study improve one's ability to comprehend and excel on the Reading Comprehension and Writing portions of the SAT?
- Given the generalized nature of this assessment, in which

UNIT ENDURING UNDERSTANDINGS:

- There are certain expectations that may seem to have little to do with an individual as a person, but will have a great deal impact on one's life.
- Knowledge and understanding are nothing without application, and being able to apply them in different arenas is a life skill that can be honed.
- Expansion of one's personal lexicon is one area in which immediate results can be seen on assessments such as the SAT, but is also an advantage as one moves forward to create his/her own life.
- While the SAT is only one measure of our knowledge, we will

<p>areas does an individual need to stretch him/herself furthest in order to improve his/her overall score?</p> <ul style="list-style-type: none"> ▪ How can an individual incorporate what he/she has learned in some of his/her favorite subjects to prepare for this test? ▪ How is the format of the SAT important? 	<p>always want to walk through life knowing, “my score was a true and accurate representation of the best I could do at the time.”</p> <ul style="list-style-type: none"> ▪ Test-taking is a skill that must be practiced and honed in order to achieve one’s highest possible score. ▪ Understanding the format of the test and the goals of each section are part of test preparation.
---	--

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
<p>First 5 days of the first round of the 14-day rotating schedule.</p>	<ul style="list-style-type: none"> ▪ Philosophy of SAT ▪ Strategies for test-taking ▪ Breakdown of the test ▪ Dates for test ▪ Resources available ▪ Expectations for course (theirs as well as the teacher’s) 	<ul style="list-style-type: none"> ▪ Decision making <ul style="list-style-type: none"> ○ Eliminate, decide, and budget ○ Students must be able to move efficiently through the test, making strong decisions along the way. ▪ Aptitude and Foresight <ul style="list-style-type: none"> ○ Applying oneself ○ Perhaps the most important aspect of this course, one which could possibly have the greatest effect on a student’s score, is his/her ability to apply him/herself in a repetitive, dedicated manner, practicing and reviewing independently for the time period leading up to the test. 	<ul style="list-style-type: none"> ▪ Journaling ▪ Skills pre-test/inventory ▪ Discussion ▪ Class participation

TEACHER RESOURCES

- The College Board Official SAT Study Guide
- (www.collegeboard.com/SATstudyguide)
- Snoop SAT
- FreeRice.com
- Smartboard (preferred)
- Laptops for students (preferred)

TEACHER NOTES/REFLECTIONS

Students who learn and practice test-taking skills are more confident and perform better than those who “cram” or simply rely on their present academic prowess. When teaching any of a set of skills for the SAT, it is important to give the students ample opportunities to repeat and practice them.

UNIT TWO: THE CRITICAL READING SECTION

UNIT SUMMARY:

As an overview:

1. The purpose of this unit is to familiarize the students with the type of reading that they will be doing for the SAT, which is a skill within itself.
2. Whereas in some courses, the teacher and student may benefit from shuffling the content of the text book and resource materials for the course, SAT preparation is best done in a very linear, “by the book” fashion.
3. It is important to identify the types of questions that will be found in the Critical Reading section of the test and then offer the students strategies for completing each.
4. Students will practice *Sentence Completion* questions and *Passage-based Reading* questions.
5. The overall concepts for reading in this manner should be, to some extent, a review for many students. However, the ideas of tracking what one is reading, reading with a purpose (to answer specific questions), and decoding vocabulary in context (given certain time constraints) is a separate skill in and of itself, for which strategies have been developed and which students will practice.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

According to the College Board’s Official SAT Study Guide, the topics for the passage-based readings come from “the humanities, literary fiction, social studies, and natural sciences.”

STANDARDS

ENGLISH LANGUAGE ARTS STANDARDS: READING LITERATURE

KEY IDEAS AND DETAILS

RL.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.

RL.11-12.2. 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.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CRAFT AND STRUCTURE

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL.11-12.5. 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.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

ENGLISH LANGUAGE ARTS STANDARDS: READING INFORMATIONAL TEXT

KEY IDEAS AND DETAILS

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.

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.

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

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.

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.

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

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

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 and the premises, purposes, and arguments in works of public advocacy.

RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

LANGUAGE

L.11-12.3. 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.

- a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. 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.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

UNIT ESSENTIAL QUESTIONS:

- How can we hone our fundamental reading skills to be more effective in answering the questions that target specific reading skills?
- How beneficial are the small steps we take now in understanding such targeted readings?
- In which ways are basic education classes (Math, Science, Social Studies, English) featured in this test?

UNIT ENDURING UNDERSTANDINGS:

- Reading Comprehension is more than just knowing what the words on a page mean; rather, it is about extending and expanding that understanding to make significant connections.
- This section of the SAT is at once both a measure of a general ability to understand the written word, as well as a device that is better manipulated by honing a very specific set of skills that have to do with reading, as well as negotiating one’s personal interpretation with questions that address particular elements of overall comprehension.
- Being able to function successfully on this portion of the SAT can be the domain of both the novice reader, as well as the

	<p>accomplished one, provided one develops his/her technique as an active reader.</p> <ul style="list-style-type: none"> Effective readers can negotiate texts on a variety of subjects by employing a variety of strategies and consistent practice.
--	--

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
10 days (one cycle)	<ul style="list-style-type: none"> Approaches to both Vocabulary in Context questions and Logic-based vocabulary Reading to answer the following types of questions: <ul style="list-style-type: none"> Extended Reasoning Facts, Assumptions, and Inferences Vocabulary in Context Literal Comprehension 	<ul style="list-style-type: none"> Decode the meanings of words as they are used, given context clues. Read actively to 1) determine the main idea of a passage; 2) interpret a specific part of a passage; 3) figure out what the information in a passage suggests and make inferences about the author’s relationship to the text; 4) discover the author’s tone or attitude; 5) relate one passage to another. Recognize different types of questions so as to know which would be considered the “best” answer. Eliminate enough choices to increase chances of selecting the right answer. 	<ul style="list-style-type: none"> Guided practice Class participation Logging personal progress

<p>TEACHER RESOURCES</p> <ul style="list-style-type: none"> <i>The College Board Official SAT Study Guide</i> for study skills and practice tests www.collegeboard.com/SATstudyguide Snoop SAT FreeRice.com Smartboard (preferred) Laptops for students (preferred) Scantron sheets for quizzes 	<p>TEACHER NOTES/REFLECTIONS</p>
---	---

UNIT THREE: THE WRITING SECTION

UNIT SUMMARY:

As an overview:

1. The purpose of this unit is to familiarize students with the expectations for “good writing” on the SAT, as well as to reinforce, stabilize, or spot-treat student writing so that it falls within the highest possible scoring section of the holistic SAT writing rubric. Aspects of “good writing” include:
 - Consistency (i.e. consistency of tenses, parallelism, subject-verb agreement, etc.)
 - Logical Expression of Ideas (i.e. coordination and subordination, logical comparison, and modification and word order)
 - Clarity and Precision (i.e. wordiness, missing subject, weak passive verbs, etc.)
 - Appropriate Use of Conventions (i.e. adjective and adverb confusion, pronoun case, sentence fragment, etc.)
2. Students will review the types of multiple choice questions they will be expected to answer, as well as approaches to answering them. Through guided practice, students will gain proficiency in correctly addressing all types of questions related to grammar, syntax, sentence construction, paragraph development and revision.
3. Students will also focus on improving their own writing. By using the sentence correction section as a model for what is and is not acceptable, students will be exposed to expectations for their writing. In addition, students will practice timed-writing, so as to improve their own skill set.
4. Overall, the goal is for students’ writing to become effective, concise, and readable, and for them to recognize the same in the writing of others.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

According to The College Board’s Official SAT Guide, essay topics “will be relevant to a wide range of fields and interests – literature, the arts, sports, politics, technology, science, history and current events.” In this, students are being challenged to apply what they have learned in various content areas, as well as seek to become involved world citizens.

As a means of reinforcing this latter point throughout the practice of this course, students will be encouraged to and rewarded for staying on top of current events, as they may not only encounter an essay (or passage reading) to which one of those events relates, but students can also use

their own relationship to that information to provide concrete evidence and support points for many various topics of essay writing.

Beyond the benefit that the online component that the SAT Guide provides, using this tool provides a functional element in keeping up with the 21st Century Framework. Students are able to see instant results of their ability to think critically and solve problems. Results from online tests and sample problems/essays are quickly computed and available for students to review in evaluation of their own progress.

STANDARDS

WRITING

TEXT TYPES AND PURPOSES

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.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. 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.
- 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.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

W.11-12.2. 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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the

topic.

- 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.
- 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)

PRODUCTION AND DISTRIBUTION OF WRITING

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5. 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.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RANGE OF WRITING

- W.11-12.10. Write routinely over extended time frames (time for research reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Observe hyphenation conventions.
 - b. Spell correctly.
- L.11-12.3. 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.
- a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

<p>UNIT ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ▪ How does good writing encourage and enhance delight and understanding in the reading of it, and how does inferior or error-prone writing deter it? Moreover, in what ways can we improve our writing to strive for the former? ▪ What strategies can be employed so that one may become a “good” writer and achieve the expectations of the SAT? ▪ How can one apply the criteria for a high-scoring SAT essay to one’s overall writing? ▪ From which of our various content areas can we pull information to enhance and connect our writing to grounded, reliable support points? 	<p>UNIT ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ▪ Writing is a communication tool, and offering concise, insightful work that is well worded and efficient is a delight for the reader and is rewarded on the SAT. ▪ Effective writers demonstrate control over the development and expression of ideas. ▪ As one practices writing, even in a strict structure, one finds freedom as he/she begins to grasp and incorporate the rules which guide good writing more and more. ▪ Learning to write within time constrictions and to one’s greatest ability, under what some consider intense pressure, is a fantastic trying ground for future occupations where deadlines matter and one’s work is important.
--	---

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
1 or 2 10-day rotations	<ul style="list-style-type: none"> ▪ Appropriate verb tenses ▪ Pronoun-antecedent agreement ▪ Subject-verb agreement ▪ Coordination and subordination ▪ When to use count versus non-count nouns ▪ Clear and logical word order ▪ Recognition and elimination of wordiness ▪ Clear essay structure and format ▪ Intriguing opening/introductory paragraphs ▪ Supporting body paragraphs that offer valid, well-composed support points ▪ Concluding paragraph reiterates (but 	<ul style="list-style-type: none"> ▪ communicate ideas clearly and effectively; ▪ improve a piece of writing through revision and editing; ▪ recognize and identify sentence-level errors; ▪ understand grammatical elements and structures and how they relate to one another in a sentence; ▪ recognize correctly formed grammatical structures; ▪ clearly express ideas through sentence combining and use of transitional words and phrases; ▪ improve coherence of ideas within and among paragraphs. 	<ul style="list-style-type: none"> ▪ Guided practice ▪ Class participation ▪ Timed essay writing ▪ Quizzes on grammar

	not directly restates) and provides closure on ideas presented in intro		
--	---	--	--

<p>TEACHER RESOURCES</p> <ul style="list-style-type: none"> ▪ The College Board Official SAT Study Guide ▪ (www.collegeboard.com/SATstudyguide) ▪ Snoop SAT ▪ FreeRice.com ▪ Daily Oral Language ▪ <i>Writers Inc</i> Handbook ▪ Smartboard (preferred) ▪ Laptops for students (preferred) ▪ Reference models for graded essays 	<p>TEACHER NOTES/REFLECTIONS</p>
---	---