

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



SAT Reading and Writing Preparatory Course

November 2019

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

SAT Reading and Writing Preparatory Course

Grade Levels 11-12

The SAT is an important test that can have a big impact on a student's future. In the increasingly competitive college admissions process, students strive to improve their candidacy. Higher SAT scores improve students' chances of acceptance to their top college choices. The SAT Evidence-Based Reading and Writing Preparatory Course is an opportunity for students to learn the essential skills and knowledge covered on the test, getting familiar with the test itself, practicing in smart ways, and having a good test taking strategy. The course goal is to give students an extra edge by reviewing the reading and writing skills they already possess and will apply on the SAT test.

Pacing Guide

Unit 1. Reading: Information and Ideas (2 weeks)

Unit 2. Reading: Rhetoric (3 weeks)

Unit 3. Reading: Synthesis (2 weeks)

Unit 4. SAT Writing and Language (2 weeks)

Unit 5. SAT Essay (1 week)

UbD Template 2.0

Stage 1 Desired Results

UNIT 1 Reading: Information and Ideas

ESTABLISHED GOALS

CCSS.ELA-Literacy.RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.3
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Transfer

Students will be able to independently use their learning to...

select and apply strategies to answer SAT test questions that focus on the informational content of a text;

read and comprehend central ideas and cite textual evidence that supports a given point in texts of varied genres, purposes, subjects, and complexities.

Meaning

UNDERSTANDINGS

Students will understand that...

There are different types of reading test questions.

Each type of question requires application of specific reading skills.

ESSENTIAL QUESTIONS

Students will keep considering...

How do I approach answering different types of reading questions?

How do I distinguish between a central idea and supporting details?

	Acquisition
<p><u>CCSS.ELA-Literacy.RL.11-12.4</u> 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.</p>	<p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • Explicit meanings • Implicit meanings • Analogical reasoning • Textual evidence • Explicit central ideas and themes • Implicit central ideas and themes • Key information and ideas • Relationships among ideas • Words and phrases in context
	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> • Identify • Infer • Extrapolate • Cite • Identify • Determine • Summarize • Understand • Interpret

Stage 2 – Evidence
UNIT 1 Reading: Information and Ideas

Code	Evaluative Criteria	Assessment Evidence
A, M, T	The reading comprehension is accurate;	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> <u>GRASPS Examples</u> (← link click on it) <ul style="list-style-type: none"> ● Goal/challenge- You are a journalist writing for a major newspaper. In preparation for writing a response to an opinion piece, you will first analyze another author's central idea about a given topic. Write up your "Opinion Piece Analysis" from which you will plan your response to the central idea of the opinion piece. ● Role for student ● Choose the point of view of a journalist. ● Audience for student work ● The audience are newspaper readers. ● Situation - applicable to real world ● Read a <i>New York Times</i> opinion piece about a current topic. ● Products and performances generated by student Write a 1-page Opinion Piece Analysis that includes: <ol style="list-style-type: none"> 1) a clear summary of an opinion article; 2) select significant words that add to the central idea; 3) find primary relationships among ideas (compare-contrast,
A, M	Word(s) in context are pertinent to the article's central idea;	
A, M	The article's organization pattern is correctly identified;	
A, M	Student chooses relevant evidence that develops the central idea.	
A, M, T	Central idea reflects accurate comprehension and interpretation.	
A, M, T	Successful completion of the "Opinion Piece Analysis" using a teacher made rubric.	

		<p>cause-effect, sequence);</p> <p>4) select 3-4 pieces of evidence;</p> <p>5) state the central idea stated as a sentence.</p> <p>6) In a sentence, state your own response to the author's central idea or theme.</p>
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Direct instruction, graphic organizers, note taking, ongoing formative assessments, conferencing, guided reading, vocabulary activities, practice SAT tests, <i>New York Times</i> lessons and activities.</p>

Stage 3 – Learning Plan
UNIT 1 Reading: Information and Ideas

Code

Pre-Assessment

- Students will preview the features of the SAT Reading for Information and Ideas questions.
- Students will learn that there are six main types of questions: 1) reading closely, 2) citing textual evidence, 3) determining central ideas, 4) summarizing, 5) understanding relationships, and 6) interpreting words and phrases in context.
- To elicit prior knowledge, students will brainstorm reading strategies they might use to draw conclusions about meanings that are not explicitly stated in the text.

	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A, M	Students determine what is explicitly stated in the text or draw reasonable inferences and logical conclusions from text. meanings. Students extrapolate beyond the information and ideas in a text, or apply information and ideas in a text to a new, analogous situation.	<p>Apply informational reading strategies on practice tests.</p> <p>Reading closely</p>
A, M	Students cite textual evidence that best supports a given claim or point.	Citing textual evidence
A, M	Students identify a reasonable summary of a text or of key information and ideas in text.	Summarizing
A, M	Students identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).	Understanding relationships
A, M	Students determine the meaning of words and phrases in context. phrases in context	Interpreting words and phrases in context
<p>SUGGESTED RESOURCES <i>The Official SAT Study Guide</i> 2020 Edition Selected major daily newspapers (USA Today, The Wall Street Journal, The New York Times, New York Post, The Washington Post, and similar)</p>		

Stage 1 Desired Results
UNIT 2 Reading: Rhetoric

ESTABLISHED GOALS	Transfer
<p><u>CCSS.ELA-Literacy.RI.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><u>CCSS.ELA-Literacy.RI.11-12.5</u> 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.</p> <p><u>CCSS.ELA-Literacy.RI.11-12.6</u> 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>Students will be able to independently use their learning to...</p> <p><i>select and apply strategies to answer SAT test questions that focus on rhetorical analysis of a text;</i></p> <p><i>understand how an author's stylistic choices in how they structure and develop their texts contribute to achieving the author's purpose.</i></p>
Meaning	
<p>UNDERSTANDINGS <i>Students will understand that...</i> Authors use a variety of stylistic and rhetorical choices to achieve a purpose or build an argument.</p> <ol style="list-style-type: none"> 1. Authors select words, phrases, and language patterns to influence meaning, tone, and style. 2. Authors organize information so that different parts contribute to the intended meaning and purpose. 3. Authors' selection of point of view affects the content and style of the text. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i> How do authors' stylistic choices contribute to achieving their purpose?</p> <ol style="list-style-type: none"> 1. How does the author's choice of words, including connotative and figurative meanings, shape the meaning of the text? 2. How does the author's structure help make their points clear and convincing? 3. How does the author's point of view contribute to the persuasiveness of the text?

Acquisition	
<p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • Word choice • Text structure • Point of view • Purpose • Arguments 	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> • Analyze

Stage 2 – Evidence
UNIT 2 Reading: Rhetoric

Code	Evaluative Criteria	Assessment Evidence
A, M, T	<ul style="list-style-type: none"> The biography pitch clearly conveys the reporter's point of view of what they want the audience to think or feel about this person. Some opinions are implied rather than stated directly. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><u>GRASPS Examples</u> (<--- link click on it)</p>
A, M, T	<ul style="list-style-type: none"> The reporter successfully makes the subject come alive for the reader. The reporter employs rhetorical devices such as word choice, structure, point of view, and argument to bring to life the biography subject. 	<ul style="list-style-type: none"> Goal/challenge- Students will write and deliver a "pitch" for a movie or TV show based on the biography of a person profiled in <i>The New York Times</i>. Role for student-- <p>You are the biographer who will write an important person's biography.</p> <ul style="list-style-type: none"> Audience for student work-- <p>The audience are classmates acting as studio executives charged with choosing the best projects.</p> <ul style="list-style-type: none"> Situation - applicable to real world <p>Selecting an important person to publicize.</p>
A, M, T	<ul style="list-style-type: none"> The reporter makes a strong case why this person is newsworthy and will be newsworthy five years from now. Successful completion of the movie or TV show pitch using a teacher made rubric. 	<ul style="list-style-type: none"> Products and performances generated by student-- A movie or TV show "pitch" to film a famous person's biography. <ol style="list-style-type: none"> Choose someone profiled in today's Times whose life would make an interesting TV show or movie. Outline a biography based on a <i>New York Times</i> profile.

		<p>3. The outline applies rhetorical strategies such as word choice, structure, point of view, purpose, and argument.</p> <p>4. Develop the “pitch” to give studio executives to convince them that the studio should “green light” the idea. In other words, why is this person’s story would be interesting; what form (movie, comedy series, drama, etc.) would best fit the story; who would play this person; who would be interested in seeing this movie or show; the general plot, setting, other characters, conflicts, etc.</p> <p>5. Students will take turns delivering their pitches to their classmates, who act as studio executives charged with choosing the best projects.</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Direct instruction, graphic organizers, note taking, ongoing formative assessments, conferencing, guided reading, vocabulary activities, practice SAT tests, <i>New York Times</i> lessons and activities.</p>

UNIT 2 Reading: Rhetoric

Pre-Assessment

Code		
	<ul style="list-style-type: none"> Students will preview the features of the SAT Reading Rhetoric questions. Students will know that Rhetoric questions focus on the rhetorical analysis of text. To elicit prior knowledge, students will complete a KWL activity about possible authors' purposes, and list a variety of stylistic or rhetorical choices authors use to achieve their purpose. 	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Students determine how specific words or phrases, or patterns of words and phrases shapes meaning and tone in a text.</p> <p>Students apply SOAPS-Tone strategy to describe the overall structure of a text and analyze relationships between particular parts of a text and the whole text.</p> <p>Students assess how an author uses evidence and reasoning to support claims.</p> <p>Students determine the main purpose of a text or of a particular part of a text.</p> <p>SUGGESTED RESOURCES <i>The Official SAT Study Guide</i> 2020 Edition Selected major daily newspapers (USA Today, The Wall Street Journal, The New York Times, New York Post, The Washington Post, and similar)</p>	<p>Progress Monitoring</p> <p>Apply rhetorical analysis skills to practice tests.</p> <p>Word choice analysis</p> <p>Text structure analysis</p> <p>Argument analysis</p> <p>Purpose analysis</p>

Stage 1 Desired Results
UNIT 3 Reading: Synthesis

ESTABLISHED GOALS	Transfer				
<p><u>CCSS.ELA-Literacy.RI.11-12.7</u></p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>Students will be able to independently use their learning to...</p> <p><i>select and apply strategies to answer SAT test questions that focus on synthesizing multiple sources of information;</i></p> <p><i>draw connections between related passages, to locate data, draw reasonable conclusions from tables, graphs, and charts;</i></p> <p><i>integrate information from graphics and words to answer a question or solve a problem.</i></p>				
	<table> <tr> <th data-bbox="776 884 813 1535">Meaning</th><th data-bbox="776 191 813 884"></th></tr> <tr> <td data-bbox="813 884 1214 1535"> <p>UNDERSTANDINGS Students will understand that...</p> <p>Answering complex questions requires you to first understand each text separately, and then to make connections between two texts.</p> <p>Solving complex problems requires you to first comprehend the data presented in an informational graphic, and then to interpret what the data means.</p> </td><td data-bbox="813 191 1214 884"> <p>ESSENTIAL QUESTIONS Students will keep considering...</p> <p>How do I apply reading strategies to draw connections among multiple texts.</p> <p>How do I apply reading strategies to comprehend information presented in a graphic format?</p> </td></tr> </table>	Meaning		<p>UNDERSTANDINGS Students will understand that...</p> <p>Answering complex questions requires you to first understand each text separately, and then to make connections between two texts.</p> <p>Solving complex problems requires you to first comprehend the data presented in an informational graphic, and then to interpret what the data means.</p>	<p>ESSENTIAL QUESTIONS Students will keep considering...</p> <p>How do I apply reading strategies to draw connections among multiple texts.</p> <p>How do I apply reading strategies to comprehend information presented in a graphic format?</p>
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	<table> <tr> <th data-bbox="1214 884 1252 1535">Acquisition</th><th data-bbox="1214 191 1252 884"></th></tr> <tr> <td data-bbox="1252 884 1386 1535"> <p>Students will know...</p> <ul style="list-style-type: none"> Multiple texts Quantitative and verbal information </td><td data-bbox="1252 191 1386 884"> <p>Students will be skilled at...</p> <ul style="list-style-type: none"> Analyze Synthesize </td></tr> </table>	Acquisition		<p>Students will know...</p> <ul style="list-style-type: none"> Multiple texts Quantitative and verbal information 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Analyze Synthesize
Acquisition					
<p>Students will know...</p> <ul style="list-style-type: none"> Multiple texts Quantitative and verbal information 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Analyze Synthesize 				

Stage 2 – Evidence		
UNIT 3 Reading: Synthesis		
Code	Evaluative Criteria	Assessment Evidence

	<ul style="list-style-type: none"> ● Students accurately comprehend and interpret information in three sources (an article and two Letters to the Editor). ● Students draw reasonable conclusions from three sources. ● Students successfully integrate ideas and information from three sources in their own Letter to the Editor. ● Successful completion of the "Letter to the Editor" using a teacher made rubric. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><u>GRASPS Examples</u> (<---- link click on it)</p> <ul style="list-style-type: none"> ● Goal/challenge- Students will write a Letter to the Editor in response to opposing viewpoints about a given topic. ● Role for student-- You role is a <i>New York Times</i> reader with a strong opinion about a given subject. ● Audience for student work-- Your classmates as other <i>New York Times</i> readers. . . ● Situation - applicable to real world Your have read several Letters to the Editor that were all written in response to a particular topic or article. ● Products and performances generated by student— Letter to the Editor <ol style="list-style-type: none"> 1. Choose two Letters to the Editor that state opposing points of view on a topic. 2. State the overall point of Letter #1. 3. List how the writer of Letter #1 makes his or her point. 4. State the overall point of Letter #2. 5. List how the writer of Letter #2 makes his or her main point using supporting details, anecdotes, logical argument, rhetorical devices or a combination of these techniques. 6. Locate a news article from <i>The New York Times</i> that was originally published on the topic of the opposing letters. State
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		<p>the article's main ideas.</p> <p>7. Compose your own Letter to the Editor by comparing and contrasting the overall points of the original article and the two opposing views from the two Letter writers.</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Direct instruction, graphic organizers, note taking, ongoing formative assessments, conferencing, guided reading, vocabulary activities, practice SAT tests, <i>New York Times</i> lessons and activities.</p>

Code	Pre-Assessment	
	<ul style="list-style-type: none"> Students will preview the features of the SAT Reading Synthesis questions. Students will know that the Synthesis questions on the SAT appear only with paired passages or passages with one or more informational graphics. These questions focus on synthesizing multiple sources of information. 	
A, M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Students will read paired passages that deal with one topic to determine types of relationships between two passages in terms of content, focus, and perspective.</p>	<p>Progress Monitoring</p> <p>Apply synthesis skills on practice tests.</p> <p>Data analysis activities</p>
A, M	<p>Students will draw conclusions, justify, defend, or prove their interpretation of data in several graphics.</p>	<p>Generalization activities</p>
A, M	<p>Students will identify elements of graphics after teacher modeling and be able to read the title, determine what the axes represent, read any labels and captions if present, and understand the scales used.</p> <p>SUGGESTED RESOURCES <i>The Official SAT Study Guide</i> 2020 Edition Selected major daily newspapers (USA Today, The Wall Street Journal, The New York Times, New York Post, The Washington Post, and similar)</p>	<p>Teacher demonstrations</p>

UbD Template 2.0

BOE Approved March 2020

Stage 1 Desired Results UNIT 4 SAT Writing and Language Test	
ESTABLISHED GOALS	Transfer
<p><u>CCSS.ELA-Literacy.WHST.11-12.5</u></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><i>Students will be able to independently use their learning to...</i></p> <p><i>select revision strategies to improve the development, organization, and use of language in a passage that would help achieve the writer's purpose;</i></p> <p><i>edit passages to improve sentence structure, usage, and punctuation.</i></p>

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Meaning		
<p><u>CCSS.ELA-Literacy.W.11-12.2.c</u> 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.</p> <p><u>CCSS.ELA-Literacy.W.11-12.1.d</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Writers make many revision choices to improve the expression of ideas and to correct errors in standard English conventions.</p> <p>Writers observe standard English conventions to clearly convey their meaning.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do writers use the revision process to make each passage clearer, sharper, and more engaging?</p> <p>Why is knowledge of standard English conventions important for effective written communication?</p>
	<p>Acquisition</p> <p><i>Students will know...</i></p> <p>Development</p> <ul style="list-style-type: none"> • proposition • support • focus • quantitative information <p>Organization</p> <ul style="list-style-type: none"> • logical sequence • introduction • conclusion • transitions <p>Language Use</p> <ul style="list-style-type: none"> • precision • conciseness • syntax • style and tone 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Revise • Edit

Stage 2 – Evidence
UNIT 4 SAT Writing and Language Test

Code	Evaluative Criteria	Assessment Evidence
A, M	Students accurately identify incorrect grammar and spelling in everyday life.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> GRASPS Examples (← link click on it) <ul style="list-style-type: none"> ● Goal/challenge—Your first assignment is to respond to an A.P.B.on grammatical errors that surround us every day. Work in teams of four or five to find examples of grammar and spelling errors (even those that are intentional). ● Role for student — You've been drafted into the ranks of the grammar police. ● Audience for student work— Your classmates. ● Situation - applicable to real world— We see language violations everywhere: on television, in print, and on the Internet.We may hear errors, but to see them repeatedly on signs, on news scrolls on television, on the Web, on fliers and in other printed materials can make us question our own ability to distinguish correct and incorrect grammar. ● Products and performances generated by student-- Grammar violation ticket: Your team's job is to ferret out the glaring errors that bombard us every day. Be watchful and like every good police officer, keep track of all the "violations" you encounter. Write a ticket for each offense.
A, M	Students provide a correction of standard English usage, spelling, or punctuation.	
A, M, T	Students successfully complete the Grammar Ticket assignment using a teacher created rubric.	

	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by ...</i></p> <p>Direct instruction, graphic organizers, note taking, ongoing formative assessments, conferencing, guided reading, vocabulary activities, interactive grammar games, <i>New York Times</i> lessons and activities.</p>	
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Stage 3 – Learning Plan
UNIT 4 SAT Writing and Language Test

Code	<p style="text-align: center;"><i>Pre-Assessment</i></p> <ul style="list-style-type: none"> Students will preview the features of the SAT Writing and Language test. Students will know that Rhetoric questions focus on A) Expression of Ideas consisting of development, organization and language use; and B) Standard English Conventions, consisting of sentence structure, usage, and punctuation. To elicit prior knowledge, students will complete a “Dear John” letter activity and discuss the potential consequences of incorrect usage and grammar on intended meaning.
	<p style="text-align: center;">Summary of Key Learning Events and Instruction</p> <p>Students find mistakes and weaknesses in practice test passages and choose best corrections or improvements.</p> <p>Students work in groups to pair headlines with the articles from which they have been separated.</p> <p>Students “scrub” punctuation marks out of a Times article, then put the needed marks into a partner’s “scrubbed” article</p> <p>Students try to put paragraphs cut from a Times opinion piece back into the correct sequence</p> <p>Students play Bingo to find examples of language usage in The Times</p> <p style="text-align: center;">SUGGESTED RESOURCES <i>The Official SAT Study Guide 2020 Edition</i></p>
A, M	<p>Progress Monitoring</p> <p>Apply revision and editing skills on practice tests.</p> <p>Interactive editing activities:</p> <p>Mix and match activity</p> <p>Punctuate this!</p> <p>Let it flow</p> <p>Grammar, punctuation, spelling and usage Bingo</p>
A, M	
A, M	
A, M	
A, M, T	

	Selected major daily newspapers (USA Today, The Wall Street Journal, The New York Times, New York Post, The Washington Post, and similar)
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Stage 1 Desired Results
UNIT 5 The SAT Essay

ESTABLISHED GOALS		Transfer
<p><u>CCSS.ELA-Literacy.W.11-12.2</u> 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.</p>	<p><u>CCSS.ELA-Literacy.W.11-12.2.a</u> 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.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>demonstrate reading, analysis, and writing knowledge and skills; write an essay to explain how the author builds an argument to persuade the audience, analyzing the author's use of stylistic and rhetorical features to build a persuasive argument.</p>
Meaning		
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Authors use facts or examples, reasoning, and stylistic elements to build an argument to persuade the audience.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do authors build an argument to persuade their audience?</p>	
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The argument • Evidence • Reasoning • Stylistic devices 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Comprehend • Analyze • Explain 	

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and examples appropriate to the audience's knowledge of the topic.	<ul style="list-style-type: none"> Effect on audience
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Stage 2 – Evidence
UNIT 5 The SAT Essay

Code	Evaluative Criteria	Assessment Evidence
		PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> GRASPS Examples (<--- link click on it)
A, M	Students accurately identify relevant evidence and facts to support claims.	Goal/challenge- Write an essay in which you explain how the author builds an argument to persuade the audience with their claim. In your essay, analyze how the author uses one or more of stylistic features to strengthen the logic and persuasiveness of their argument. Be sure that your analysis focuses on the most relevant features of the documentary film.
A, M	Students accurately trace the author's reasoning to develop his or her ideas.	<ul style="list-style-type: none"> Role for student-- You are the SAT test taker.
A, M, T	Students accurately identify stylistic elements (e.g. word choice, emotional appeal, structure) that add power to the author's argument.	<ul style="list-style-type: none"> Audience for student work-- College Board exam readers will read and assess your essay to determine how well you show reading, analysis, and writing knowledge and skills.
A, M, T	Students will evaluate the effectiveness of author's stylistic choices to achieve his or her purpose.	<ul style="list-style-type: none"> Situation - applicable to real world The SAT essay.
A, M, T	Students successfully complete the SAT essay according to the SAT rubric.	

		<ul style="list-style-type: none"> Products and performances generated by student <ol style="list-style-type: none"> Students will view a documentary film and then write an essay in which they analyze how the film director builds his or her argument to persuade the audience. Students analyze how the movie director builds an argument to by applying the SOAPS-Tone analysis strategy: <ol style="list-style-type: none"> identify evidence and facts to support claims; trace the reasoning to develop ideas; identify stylistic elements (e.g. word choice, emotional appeal, structure) that add power to the argument.
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by ...</i></p> <p>Direct instruction, graphic organizers, note taking, ongoing formative assessments, conferencing, guided reading, vocabulary activities, <i>New York Times</i> lessons and activities; application of the SAT rubric to sample essays; group peer evaluation of sample essays, practice SAT essay.</p>

Stage 3 – Learning Plan
UNIT 5 The SAT Essay

Code	<p>Pre-Assessment</p> <p>Students will preview the features of the SAT Essay test:</p> <ul style="list-style-type: none"> Optional and given at the end of the SAT; Students will make an informed decision as to whether to take the SAT Essay; The test assesses reading, analysis, and writing skills. <p>Students will write a pre-assessment practice essay.</p>
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	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M, T	<p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Prompt: As you read the passage, consider how the author uses evidence, reasoning, and stylistic elements. Write an essay in which you explain how the author builds an argument to persuade the audience about his or her claim. In your essay, analyze how the author uses one or more of the features listed above to strengthen the persuasiveness of his or her argument.</p>	Practice SAT Essay
A, M	Students apply SOAPS-Tone strategy to analyzing a passage.	Analysis of Stylistic Devices
A, M, T	<p>In small groups, students apply the SAT Essay Rubric to sample essays and rate them from weakest to strongest.</p> <p>SUGGESTED RESOURCES <i>The Official SAT Study Guide</i> 2020 Edition Selected major daily newspapers (USA Today, The Wall Street Journal, The New York Times, New York Post, The Washington Post, and similar)</p>	Sample Essay Scoring