

# SAT CRITICAL READING AND WRITING

LENGTH OF TIME: 90 minutes, every other day, one semester (45 days)

GRADE LEVEL: 9-12 (elective credit)

## DESCRIPTION OF COURSE:

The SAT Preparation: Critical Reading and Writing is a language arts based course. The units are based on recommendations from the College Board, the makers of the SAT. Although highly recommended for eleventh graders taking the SAT, students in any grade (9-12) will benefit from an intensive study of vocabulary, reading strategies, and writing techniques. Even those students not planning on taking the SAT will improve their reading and writing skills.

## PA ACADEMIC STANDARDS:

- 1.1.11.A Locate various texts, media and traditional resources for assigned and independent projects before reading.
- 1.1.11.B Analyze the structure of informational materials explaining how authors used these to achieve their purposes.
- 1.1.11.C Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.
- 1.1.11.D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
- 1.1.11.E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.
- 1.1.11.F Understand the meaning of and apply key vocabulary across the various subject areas.
- 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
  - Make, and support with evidence, assertions about texts.
  - Compare and contrast texts using themes, settings, characters and ideas.
  - Make extensions to related ideas, topics or information.
  - Assess the validity of the document based on context.
  - Analyze the positions, arguments and evidence in public documents.
  - Evaluate the strategies of the author.
  - Critique public documents to identify strategies common in public discourse.
- 1.2.11.A Read and understand essential content of informational texts and documents in all academic areas.
  - Differentiate fact from opinion across a variety of texts, by using complete and accurate information, coherent arguments and points of view.
  - Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where

present.

- Use teacher and student established criteria for making decisions and drawing conclusions.
- Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.
- 1.3.11.A Read and understand works of literature.
- 1.3.11.B Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone, and style.
- 1.3.11.C Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
  - Sound techniques (e.g., rhyme, rhythm, meter, alliteration)
  - Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire)
  - Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).
- 1.3.11.D Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).
- 1.3.11.E Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
- 1.3.11.F Read and respond to nonfiction and fiction including poetry and drama.
- 1.4.11.B Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).
  - Include a variety of methods to develop the main idea.
  - Use precise language and specific detail.
  - Include cause and effect.
  - Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).
  - Use primary and secondary sources.
- 1.4.11.C Write persuasive pieces.
  - Include a clearly stated position or opinion.
  - Include convincing, elaborated and properly cited evidence.
  - Develop reader interest.
  - Anticipate and counter reader concerns and arguments.
  - Include a variety of methods to advance the argument or position.
- 1.4.11.D Maintain a written record of activities, course work, experience, honors and interests.
- 1.5.11.A Write with a sharp, distinct focus.
  - Identify topic, task and audience.
  - Establish and maintain a single point of view.
- 1.5.11.B Write using well-developed content appropriate for the topic.
  - Gather, determine validity and reliability of, analyze and organize information.
  - Employ the most effective format for purpose and audience.
  - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

- 1.5.11.C Write with controlled and/or subtle organization.
  - Sustain a logical order throughout the piece.
  - Include an effective introduction and conclusion
- 1.5.11.D Write with a command of the stylistic aspects of composition.
  - Use different types and lengths of sentences.
  - Use precise language.
- 1.5.11.E Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
- 1.5.11.F Edit writing using the conventions of language.
  - Spell all words correctly.
  - Use capital letters correctly.
  - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
  - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
- 1.6.11.A Listen to others.
  - Ask clarifying questions.
  - Synthesize information, ideas and opinions to determine relevancy.
  - Take notes.
- 1.6.11.C Speak using skills appropriate to formal speech situations.
  - Use a variety of sentence structures to add interest to a presentation.
  - Pace the presentation according to audience and purpose.
  - Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience.
- 1.6.11.D Contribute to discussions.
  - Ask relevant, clarifying questions.
  - Respond with relevant information or opinions to questions asked.
  - Listen to and acknowledge the contributions of others.
  - Adjust tone and involvement to encourage equitable participation.
  - Facilitate total group participation.
  - Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- 1.6.11.E Participate in small and large group discussions and presentations.
  - Initiate everyday conversation.
  - Select and present an oral reading on an assigned topic.

## READING ASSESSMENT ANCHORS

- R11.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text.
- R11.A.1.1.2 Identify and/or apply a synonym or antonym of a word used in text.
- R11.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.
- R11.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
- R11.A.1.3.1 Make inferences and/or draw conclusions based on information from text.

- R11.A.1.4.1 Identify and explain main ideas and relevant details.
- R11.A.1.6.1 Identify and/or analyze the author’s intended purpose of text.
- R11.A.1.6.2 Explain, describe, and/or analyze examples of text that support the author’s intended purpose.
- R11.A.2.1.1 Identify and/or apply meaning of multiple-meaning words used in text.
- R11.A.2.1.2 Identify and/or apply meaning of content-specific words used in text.
- R11.A.2.2.1 Identify and apply how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.
- R11.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
- R11.A.2.3.1 Make inferences and/or draw conclusions based on information from text.
- R11.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.
- R11.A.2.6.1 Identify and/or describe the author’s intended purpose of text.
- R11.A.2.6.2 Explain, describe, and/or analyze examples of text that support the author’s intended purpose.
- R11.B.1.1.1 Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography): Explain, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text.

Setting: Explain, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction.

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text.

Plot (May also be called action): Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution).

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of the text

Theme: Explain, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction.

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text.

Tone, Style, Mood: Explain, interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction.

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text.

Symbolism: Explain, interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction.

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.

- R11.B.2.1.2 Identify, explain, interpret, describe, and/or analyze the author’s purpose for and effectiveness at using figurative language in text.
- R11.B.3.1.1 Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.
- R11.B.3.2.1 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- R11.B.3.3.2 Explain, interpret, and/or analyze the author’s purpose for decisions about text organization and content.

TITLES OF UNITS:

**Introduction**

**Unit 1:** The SAT

*What is it?*

*What does it measure?*

*What does it look like?*

*Approaching the SAT*

*Before the Test*

*During the Test*

*Pacing and Timing*

**Unit 2:** Critical Reading Section

*About the Critical Reading Section*

*Sentence Completion*

*Passage-based Reading*

*Practice for the Critical Reading Section*

**Unit 3:** The Writing Section

*About the Writing Section*

*The Essay*

*Identifying Sentence Errors*

*Improving Sentences*

*Improving Paragraphs*

*Practice for the Writing Section*

**Unit 4** (on-going):

*Practice Tests*

**Unit 5** (on-going):

*Building Vocabulary through Reading – see attached College*

*Board’s recommended reading list*

<b>TITLE OF UNIT</b>	<b>PA CORE STANDARDS</b>
Unit 2: Critical Reading Section	CC.1.2.9-10. A - L    CC.1.2.11-12.A - L CC.1.3.9-10.A – F    CC.1.3.11-12.A – F CC.1.3.9-10.I. J. K    CC.1.3.11-12.I. J. K.
Unit 3: The Writing Section	CC.1.4.9-10.A – T    CC.1.4.11-12. A – T
Unit 4: Practice Tests	All PA Core Reading Informational Texts, Reading Literature, and Writing Standards listed in this chart.
Unit 5: Building Vocabulary through Reading	CC.1.2.9 –10. F    CC.1.2.9–10.F CC.1.2.9 –10. J    CC.1.2.9–10.J CC.1.2.9 –10. K    CC.1.2.9–10.K CC.1.2.9 –10. L    CC.1.2.9–10.L CC.1.3.9-10.F    CC.1.3.11-12.F CC.1.3.9-10.I    CC.1.3.11-12.I CC.1.3.9-10.J    CC.1.3.11-12.J CC.1.3.9-10.K    CC.1.3.11-12.K

**SAMPLE INSTRUCTIONAL STRATEGIES:**

- 187071808. Problem solving
- 187071809. Oral presentations
- 187071810. Large and small group instruction
- 187071811. Discussion
- 187071812. In-class writing
- 187071813. Projects
- 187071814. Individual silent reading
- 187071815. Journals

**MATERIALS:**

1. Primary Textbook:  
Caperton, G. (latest edition). *The Official SAT Study Guide*. College Board, N.Y.: College Board SAT.
2. Secondary Resource:  
Green, S. W. & Wolf, I. K. (2010) *Barron’s SAT 2010: 25<sup>th</sup> Edition*. Hauppauge, N.Y.: Barron’s Educational Series, Inc.
3. Supplemental materials
4. Teacher-made worksheets
5. Teacher-made assessments

**METHODS OF ASSISTANCE AND ENRICHMENT:**

1. Opportunities are provided for retesting and rewriting compositions as appropriate

- 187071584. Opportunities are provided for private conferencing and tutoring, including after school help
- 187071585. Teaching note taking, study and test taking skills
- 187071586. Assigning individual work based on student deficiencies and proficiencies

**PORTFOLIO DEVELOPMENT:**

- 1. Students put timed writing pieces displaying evidence of continued growth and improvement in their portfolios.
- 2. Students log books towards the 25 book requirement.

**METHODS OF EVALUATION:**

- 1. Students must read a minimum of two books from the suggested SAT reading list of classic and contemporary fiction, nonfiction, and drama. 20%
- 2. Homework: 40%
- 3. Tests, Quizzes, and Projects: 40%
  - Projects - rubrics set by criteria
  - Homework - completeness
  - Tests & quizzes

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**INTEGRATED ACTIVITIES:**

- 1. Concepts
  - literary genres
  - literary techniques
  - literary analysis
  - composition and essay content, mechanics, syntax, and diction
- 2. Communication
  - discussion
  - peer evaluations
  - self evaluations
  - participation in partner and group assignments
  - oral presentations
- 3. Thinking/Problem Solving
  - analyzing literature
  - in class writing
  - inferring meanings and drawing conclusions from literature studied
- 4. Application of Knowledge
  - writing literary analysis
  - discussing and explaining literature
  - mechanics usage
  - development of precise diction and appropriate syntax in student writings
  - using correct punctuation

5. Interpersonal Skills  
 -small group work  
 -presentations  
 -discussions  
 -projects

## College Board’s SAT Recommended Reading List

–	<i>Beowulf</i>
Achebe, Chinua	<i>Things Fall Apart</i>
Agee, James	<i>A Death in the Family</i>
Austen, Jane	<i>Pride and Prejudice</i>
Baldwin, James	<i>Go Tell It on the Mountain</i>
Beckett, Samuel	<i>Waiting for Godot</i>
Bellow, Saul	<i>The Adventures of Augie March</i>
Brontë, Charlotte	<i>Jane Eyre</i>
Brontë, Emily	<i>Wuthering Heights</i>
Camus, Albert	<i>The Stranger</i>
Cather, Willa	<i>Death Comes for the Archbishop</i>
Chaucer, Geoffrey	<i>The Canterbury Tales</i>
Chekhov, Anton	<i>The Cherry Orchard</i>
Chopin, Kate	<i>The Awakening</i>
Conrad, Joseph	<i>Heart of Darkness</i>
Cooper, James Fenimore	<i>The Last of the Mohicans</i>
Crane, Stephen	<i>The Red Badge of Courage</i>
Dante	<i>Inferno</i>
de Cervantes, Miguel	<i>Don Quixote</i>
Defoe, Daniel	<i>Robinson Crusoe</i>
Dickens, Charles	<i>A Tale of Two Cities</i>
Dostoyevsky, Fyodor	<i>Crime and Punishment</i>
Douglass, Frederick	<i>Narrative of the Life of Frederick Douglass</i>
Dreiser, Theodore	<i>An American Tragedy</i>
Dumas, Alexandre	<i>The Three Musketeers</i>
Eliot, George	<i>The Mill on the Floss</i>
Ellison, Ralph	<i>Invisible Man</i>
Emerson, Ralph Waldo	<i>Selected Essays</i>
Faulkner, William	<i>As I Lay Dying</i>
Faulkner, William	<i>The Sound and the Fury</i>
Fielding, Henry	<i>Tom Jones</i>
Fitzgerald, F. Scott	<i>The Great Gatsby</i>
Flaubert, Gustave	<i>Madame Bovary</i>
Ford, Ford Madox	<i>The Good Soldier</i>
Goethe, Johann Wolfgang von	<i>Faust</i>
Golding, William	<i>Lord of the Flies</i>
Hardy, Thomas	<i>Tess of the d’Urbervilles</i>
Hawthorne, Nathaniel	<i>The Scarlet Letter</i>
Heller, Joseph	<i>Catch 22</i>
Hemingway, Ernest	<i>A Farewell to Arms</i>
Homer	<i>The Iliad</i>
Homer	<i>The Odyssey</i>



Hugo, Victor	<i>The Hunchback of Notre Dame</i>
Hurston, Zora Neale	<i>Their Eyes Were Watching God</i>
Huxley, Aldous	<i>Brave New World</i>
Ibsen, Henrik	<i>A Doll's House</i>
James, Henry	<i>The Portrait of a Lady</i>
James, Henry	<i>The Turn of the Screw</i>
Joyce, James	<i>A Portrait of the Artist as a Young Man</i>
Kafka, Franz	<i>The Metamorphosis</i>
Kingston, Maxine Hong	<i>The Woman Warrior</i>
Lee, Harper	<i>To Kill a Mockingbird</i>
Lewis, Sinclair	<i>Babbitt</i>
London, Jack	<i>The Call of the Wild</i>
Mann, Thomas	<i>The Magic Mountain</i>
Marquez, Gabriel García	<i>One Hundred Years of Solitude</i>
Melville, Herman	<i>Bartleby the Scrivener</i>
Melville, Herman	<i>Moby Dick</i>
Miller, Arthur	<i>The Crucible</i>
Morrison, Toni	<i>Beloved</i>
O'Connor, Flannery	<i>A Good Man is Hard to Find</i>
O'Neill, Eugene	<i>Long Day's Journey into Night</i>
Orwell, George	<i>Animal Farm</i>
Pasternak, Boris	<i>Doctor Zhivago</i>
Plath, Sylvia	<i>The Bell Jar</i>
Poe, Edgar Allan	<i>Selected Tales</i>
Proust, Marcel	<i>Swann's Way</i>
Pynchon, Thomas	<i>The Crying of Lot 49</i>
Remarque, Erich Maria	<i>All Quiet on the Western Front</i>
Rostand, Edmond	<i>Cyrano de Bergerac</i>
Roth, Henry	<i>Call It Sleep</i>
Salinger, J.D.	<i>The Catcher in the Rye</i>
Shakespeare, William	<i>Hamlet</i>
Shakespeare, William	<i>Macbeth</i>
Shakespeare, William	<i>A Midsummer Night's Dream</i>
Shakespeare, William	<i>Romeo and Juliet</i>
Shaw, George Bernard	<i>Pygmalion</i>
Shelley, Mary	<i>Frankenstein</i>
Silko, Leslie Marmon	<i>Ceremony</i>
Solzhenitsyn, Alexander	<i>One Day in the Life of Ivan Denisovich</i>
Sophocles	<i>Antigone</i>
Sophocles	<i>Oedipus Rex</i>
Steinbeck, John	<i>The Grapes of Wrath</i>
Stevenson, Robert Louis	<i>Treasure Island</i>
Stowe, Harriet Beecher	<i>Uncle Tom's Cabin</i>
Swift, Jonathan	<i>Gulliver's Travels</i>
Thackeray, William	<i>Vanity Fair</i>
Thoreau, Henry David	<i>Walden</i>
Tolstoy, Leo	<i>War and Peace</i>
Turgenev, Ivan	<i>Fathers and Sons</i>
Twain, Mark	<i>The Adventures of Huckleberry Finn</i>
Voltaire	<i>Candide</i>
Vonnegut, Kurt Jr.	<i>Slaughterhouse-Five</i>
Walker, Alice	<i>The Color Purple</i>
Wharton, Edith	<i>The House of Mirth</i>

Welty, Eudora	<i>Collected Stories</i>
Whitman, Walt	<i>Leaves of Grass</i>
Wilde, Oscar	<i>The Picture of Dorian Gray</i>
Williams, Tennessee	<i>The Glass Menagerie</i>
Woolf, Virginia	<i>To the Lighthouse</i>
Wright, Richard	<i>Native Son</i>