| **Unit 6: Introduction to Sentence Completion Strategies**  In this unit, students are introduced to the Sentence Completion portion of the SAT exam. Students engage with the different relationships between words, discover how to unpack question stems, and engage in group practice with questions. | | | |
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| Recommended Pacing | Concepts/Skills Covered | Resources | Lessons |
| 4 classes  (October 6-9, 2014) | * Identifying Word and Phrase Relationships * Understanding Multiple-Meaning Vocabulary * Unpacking a Stem: Analyzing Question Stems * Utilizing Connotations * Utilizing Context Clues * Working Collaboratively | * ***Clue Words*** * Vocabulary Notebooks * ***Practice One-Blank Stems*** * ***Practice One-Blank Stems Cheat Sheet*** * ***Practice Double-Blank Stems*** * ***Practice Double-Blank Stems Cheat Sheet*** * *Kaplan SAT Strategies, Practice and Review, 2015*   + pp. 207-210   + pp. 211-215 * PrepMe online Sentence Completion – Basic Strategies | Lesson 1, Introducing Sentence Completion Questions: As an opening activity, display a sample Sentence Completion stem (The revolution in art has not lost its steam; it \_\_\_\_\_\_\_on as fiercely as ever) and ask students, in pairs, to make a list of the skills they feel this type of question is testing. Share in a whole group discussion. Ensure that students understand that these types of questions are testing vocabulary, critical thinking, and reasoning skills. Explain that every student can develop the skills to analyze the context of each sentence in order to assist in answering these types of questions.  Begin by telling students not to look at the answer choices first when approaching this type of question. Instead, explain that students need to “unpack the prompt” and analyze exactly what is being asked. Continue by explaining that the words that will fill the blanks in these questions will have specific relationships to the rest of the sentence. For this lesson, focus on the single-blank sentence completion questions and tell students the relationships are based on definition or contrast.   * In definition questions the word that fills in the blank has a similar meaning to a key word or phrase in the sentence. * In contrast questions the word has a different meaning than a key word or phrase in the sentence.   Utilizing the above opening activity sample, circle the word “not.” Explain that if this word were changed, it would change the word that would fit in the blank. Demonstrate this by rewriting the sentence as: The revolution in art has **completely** lost its steam; it \_\_\_\_\_on as fiercely as ever. Discuss as a whole group how the meaning of the sentence has now changed. Explain that students need to evaluate the sentence and look for clue words that will help them understand what connection exists with the word in the blank.  Group students and provide them with the **C*lue Words*** handout. Explain students will be working together to organize the clue words into the two different categories of relationships found in single-blank Sentence Completion questions. Allow students a few minutes to work; then let the groups discuss as a whole class how and why they organized the words into the categories of definition or contrast.  Next, return to the opening activity sample above and model discovering the relationship of the sentence to the missing word. Tell students that the word “not” affects the meaning of the whole sentence and changing it would change the type of word that fits in the blank. This means that the relationship between the blank and the rest of the sentence is the definition type of prompt. Utilize a Think-Aloud to identify another word in the sentence completion prompt that could be used to fill in the blank. Circle the word “steam” and explain that when students identify the clue word, they can utilize it to plug into the blank space. If the clue word makes sense in the blank, then tell the students they will be looking for a word with a similar definition. If the clue word does not make sense in the blank space, then students are looking for a contrasting term.  Divide students into groups of three or four and distribute the ***Practice One-Blank Stems*** handout. Have students work together to identify clue words in each stem and decide if the missing words are definition or contrast. Circulate, providing assistance in identifying the terms as needed. See the ***Practice One-Blank Stems Cheat Sheet*** for a copy of the stems that have been correctly annotated. Discuss as a whole class. Allow students the opportunity to add any unknown vocabulary from the lesson to their Vocabulary Notebooks started in Cycle 1.  Lesson 2, Further Practice with Sentence Completion: As an opener, display a sample double-blank Sentence Completion question: One might think that a great author's death would be surrounded by much \_\_\_\_\_\_\_\_, but the man actually died in \_\_\_\_\_\_\_\_. Have students suggest ways in which approaching this type of Sentence Completion question might differ from the one-blank stems. Ensure students understand that with double-blank Sentence Completion questions, there is always a relationship between the words missing from the blanks. These relationships can be defined as similar meanings, contrast, or combined meanings. By understanding the clue words in double-blank questions, students can eliminate incorrect answers and narrow their choices.  Tell students that double-blank questions require *both* answer choices to be the best selections for the stem sentence. Explain that most double-blank questions are complex sentences that contain separate clauses. In most instances the information in one clause can assist a student in recognizing the connotation of the word in the other clause. Once students can identify if the missing words have a positive or negative connotation, they can eliminate answer choices that do not contain two potentially correct responses. Remind students that the clue words they worked with in the previous lesson can also be utilized to identify connotation in double-blank sentences.  Utilizing the opening activity Sentence Completion to model a Think-Aloud identifying clue words. Circle “but” and remind students that this is on the contrast list from the previous lesson. Explain this Clue Word indicates that the two words will have contrasting meanings. Next, reveal the answer choices for the sample sentence:  A) equanimity…obeisance  B) publicity…obscurity  C) fanfare…scandal  D) balderdash…uncertainty  E) surprise…penitence  Explain that students need to identify the relationship between the answer pairs. Model the process of eliminating A, C, D, and E because they do not have contrasting meanings. Explain that the only choice that could be correct is B.  Divide students into groups of three or four and distribute the ***Practice Double-Blank Stems*** handout. Have students work together to identify clue words in each stem and eliminate wrong answers from possible choices. Circulate, providing assistance in identifying the terms as needed (see the ***Practice Double-Blank Stems Cheat Sheet*** for a copy of the stems that have been correctly annotated). Discuss as a whole class. Allow students the opportunity to add any unknown vocabulary from the lesson to their Vocabulary Notebooks started in Cycle 1.  Lesson 3, Group Work with Sentence Completion: Explain that the Sentence Completion questions appear from easiest to hardest and are responsible for a third of the student’s score on the Reading Comprehension sections of the SAT. Tell students not to get caught up in difficult vocabulary, but to develop their ability to focus on the context clues around the blanks. Encourage students to think of clue words as the key to unlocking the answers. Once students have identified the relationships in the missing words and the rest of the sentence, tell them to brainstorm a word they think would fill in the blank. Reinforce the importance of not looking at the answers right away and breaking down the stem first. Advise students that this strategy works for the critical reading component of the SAT only; the math section will require different strategies for accessing questions and answers.  Divide students into groups of three or four and distribute the practice Sentence Completion questions from the *Kaplan SAT Strategies, Practice and Review, 2015*, pp. 207-210. Have students work collaboratively to unpack the stems and select the best answer for each question. Have one student take notes on the group’s rationale for answer choices. As groups work, circulate and conduct visual and verbal checks for understanding. Reteach or redirect as necessary.  Lesson 4, Whole-Class Discussion of Sentence Completion: Have students complete the previous lesson’s activity if necessary. Conduct a whole-class discussion covering each question. Allow students the chance to engage in collaborative discussion to reveal their reasoning behind answer selections. Redirect students as needed to select accurate clue words. Next, allow students to review *Kaplan SAT Strategies, Practice and Review, 2015* pp. 211-215 and compare the Kaplan answer explanations with their own. Utilize student responses to identify struggling students and assign them to take the PrepMe Sentence Completion – Basic Strategies study lesson. |

| **Unit 7: Introduction to Critical Reading: Short Passages**  In this unit, students are introduced to skills and strategies for reading short passages. Students learn the basic types of questions asked in the Critical Reading portion of the SAT exam, are given strategies for responding to the questions, and engage in group practice with questions. | | | |
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| Recommended Pacing | Concepts/Skills Covered | Resources | Lessons |
| 8 classes  (October 10-21, 2014) | * Analyzing Text * Analyzing Tone * Annotating * Identifying Author’s Purpose * Identifying Specific Details * Improving Word Choices * Practicing Inferencing Skills * Summarizing Text * Understanding Multiple-Meaning Vocabulary * Unpacking a Stem: Analyzing Question Stems * Utilizing Context Clues | * ***Sample Short Reading Passages*** * ***Annotation Bookmark*** * ***Short Passage # 1*** * ***Short Passage # 2*** * [WheresWaldo.com](http://whereswaldo.com/index.html#findwaldo/map2) * PrepMe Critical Reading- Basic Strategy * PrepMe Critical Reading- Explicit Questions * PrepMe Critical Reading- Words in Context Questions * PrepMe Critical Reading- Interpretive Questions * PrepMe Critical Reading- Author’s Style and Technique | Lesson 1, Introducing Critical Reading: Short Passages: Introduce students to the Critical Reading: Short Passages portion of the SAT exam by distributing the ***Sample Short Reading Passages***. Have students work in pairs to identify the topic of each passage. Project a list of the following possible topics: humanities, social sciences, natural sciences, and fiction. Explain that being able to identify the topic of an article will assist students in understanding the author’s purpose. Remind students that the author’s purpose can be to inform, to persuade, or to entertain. Conduct a whole class discussion on which topics might advance these three purposes. Record student responses on chart paper and display as a class reference.  Next, explain that there is a difference between active and passive reading. Utilize a scenario to create a visual for students to understand the difference between sitting back and letting the reading happen to them and purposefully engaging in mental dialogue with the text. For example, if students were passively playing basketball, they would stand and let the ball hit them (not very effective). Tell students they will be utilizing annotations to interact with the passages they read. Distribute the ***Annotation Bookmark*** and a copy of ***Short Passage # 1***. Model the process of utilizing annotation symbols to actively read the text. Utilize a Think-Aloud to show students how to question what they are reading, summarize main ideas, and identify claims and evidence. Provide students a copy of ***Short Passage # 2*** and allow them to work in pairs to annotate the text. As students work, conduct visual and oral formative assessments to ascertain student understanding and reteach or redirect as necessary.  Remind students to enter any new vocabulary into their Vocabulary Notebooks. Have students utilize the PrepMe Critical Reading- Basic Strategy lesson for further practice.  Lesson 2, Little-Picture Questions for Critical Reading: Explain that for short passages, it is important for students to read and unpack question stems prior to reading passages. The passages include roughly 100 words and only have one to three questions. Long passages have anywhere from 400 to 800 words and are followed by approximately 12-15 questions.  For both types of reading passages, the same styles of questions will be asked. They are little-picture questions, inference questions, vocabulary-in-context questions, function questions, and big-picture questions. Explain that for this lesson, students will be focusing on identifying little-picture questions.  Tell students that little-picture questions specifically reference a line where information may be found, and the questions are looking for very specific details. These questions are testing students’ abilities to locate information in a text and analyze details. The answer choices for this type of question may contain distractors which are correct but apply to another portion of the passage, so ensure students pay specific attention only to the referenced portion of the passage and the preceding and following line or two.  Model the process of unpacking a little-picture stem by utilizing ***Short Passage # 2***  from the previous lesson and displaying the question: The author implies that the “professional schoolmaster” (line 8) has –  Explain that the line reference here is a clue to the type of question being asked. In knowing this is a little-picture question, students can focus their attention specifically on line 8 and the surrounding line(s). Tell students that these questions ask for specific information, and explain how to employ the SAUCE (Support Arguments Using Cited Evidence) method of analyzing text evidence. Students often can remember acronyms easily, especially when they are fun. Ask students to think about delicious sauce cooking on the stove. Ask students what is the first thing they want to do: stick their finger in to taste the sauce. Tell students that finding the evidence to support their ideas is the same thing. Students must be able to physically put their finger on something in the text that proves what they are saying. Students quickly see how important it is to provide evidence to support their analysis of texts. Remind students to show their SAUCE any time they express an opinion about the texts read.  Next, display the answer choices for the stem: A) no interest in teaching science; B) thwarted attempts to enliven education; C) aided true learning; D) supported the humanists; E) been a pioneer in both science and humanities  Tell students that because little-picture questions are about specific details, the answer choices will be close to what is actually stated in the passage. The student needs to eliminate all answer choices which are expressly not in the text (SAUCE). The sentence to which the stem refers is making a statement about professional schoolmasters (teachers). Explain that students can eliminate choice E immediately because the choice has nothing to do with teaching. Explain that the sentence uses the phrase “was a match for both of them,” so students can immediately eliminate answer D, which only references one of the two people mentioned in the previous line. Next, explain that by reading all of the sentence that contains line 8, students can see some specific vocabulary that should assist them in selecting the correct answer. Tell students that even if they don’t understand the word “dogmatic” in the sentence, the word “dull” should help them to understand that the schoolmasters are teaching in a boring way. Looking back at the remaining answer choices, students should be able to eliminate answers C and A, since the instructors obviously have an interest in teaching science but are not doing it in a fun manner. Answer choice B is the best choice because of the words “thwarted” and “enliven.”  Provide students with the following sample question and have them work in pairs to unpack the stem, eliminate answer choices, and decide on a correct answer. Have students record their justifications for both eliminated answer choices and the correct answer. Conduct a whole-class discussion and allow students to discuss their justifications and come to a class consensus on the correct answer.  The author refers to the “bitter way of personal experience” (line 37)  in order to –   1. convey a sense of the necessity of living to increase knowledge 2. discredit educators who attempt to provide personal references 3. prove that it teaches a child about the actual universe in which he lives 4. point out the bad experiences of educating with science 5. prompt a movement toward real-world education in spiritualism   Remind students to enter any new vocabulary into their Vocabulary Notebooks. Have students utilize the PrepMe Critical Reading- Explicit Questions lesson online for further practice.  Lesson 3, Vocabulary-in-Context Questions for Critical Reading: Display the following Sentence Completion prompt and ask students to work in pairs to unpack the stem and consider the connotations of the missing word. Have students develop a list of alternative words for the blank:  The pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality, and backward-lookingness which were characteristic of classical studies, but they were gravely \_\_\_\_\_\_\_\_\_\_\_.  Next, display the following answer choices:  A) encouraged  B) deluded  C) disappointed  D) bemused  E) rejected  Conduct a whole-class discussion over the stem and the answer.  Explain that like Sentence Completion questions, an understanding of how to utilize context clues is an essential skill for the second type of question on the Critical Reading portion of the SAT: vocabulary-in-context questions. Tell students that it isn’t necessary for them to memorize lists of vocabulary in order to build their skills in analyzing context to find meaning. They will be utilizing the same skills as in Sentence Completion questions: searching for clue words that reveal context. In addition, ensure that students understand that multiple-meaning words are often tested on the SAT. The answer choices may contain a correct, alternate definition of the word, but if it doesn’t fit in the context of the sentence in the passage, then it is not the correct choice.  Display the following prompt: The word “quakeries” (line 32) most nearly means -  Model the process of highlighting clue words (context clues) from the ***Sample Passage #2*** utilized in the previous lesson. Use a Think-Aloud to discuss the other words in the sentence containing the word “quackeries” that aid in coming to an understanding of the word (clue words): “spiritualism,” “theories,” “myths.” Explain that these words all contain a thread of doubt. In terms of scientific study, the words reference something fake or unbelievable.  Next, display the possible answer choices for the stem:  A) mistakes  B) pretenses  C) allusions  D) scholasticism  E) sanctimony  Model how to eliminate possible choices. Explain that C is a reference to a literary analysis term (remind students they study allusions in their English courses). Next, show how D is a word that seems high level, but actually occurs elsewhere in the passage and is not the correct answer. Next, discuss how the sentence doesn’t refer to the examples as mistakes, just false beliefs people may hold, so A cannot be the correct choice. Next, explain that answer B sounds like “pretend,” which is similar to the word “fake,” while “sanctimony” means hypocrisy. B is therefore the correct answer.  Provide students with the following sample question and have them work in pairs to unpack the stem, eliminate answer choices and decide on a correct answer. Have students record their justifications for both the eliminated answer choices and the correct answer. Conduct a whole-class discussion, allowing students to discuss their justifications and come to a class consensus on the correct answer.  The word palpably (line 25) most nearly means –   1. empirically 2. obviously 3. tentatively 4. markedly 5. ridiculously   Remind students to enter any new vocabulary into their Vocabulary Notebooks. Have students utilize PrepMe Critical Reading- Words in Context Questions lesson online for further practice.  Lesson 4, Inference Questions for Critical Reading: Remind students of the importance of utilizing SAUCE when analyzing any of the reading passages, and explain that the next type of question to be studied, inference questions, also requires specific textual evidence to support student thinking. Remind students that to make an inference is to draw a conclusion from evidence that is present; they must focus exclusively on what they see in the passage and exclude outside information. Inference clues that students should pay attention to include word choice, tone, and specific details.  Display the following sample question:  Astrology (line 31) is mentioned as an example of –   1. a science that needs to be better understood 2. a belief which no educated people hold 3. something unsupportable to those who have absorbed the methods of science 4. the gravest danger to society 5. an acknowledged failure of science   Model the process of eliminating possible answer choices by engaging with the ***Sample Passage #2*** from the previous lesson. Say that the sentence contains the phrase “educated people respond,” so answer choice B cannot be correct because the information in the passage clearly says that educated people do believe in astrology. Answer choice D can also be eliminated because astrology is listed, and then the author mentions “more dangerous” ideas, so astrology cannot be the “gravest danger.” The previous sentence contains the word “nonsense” right before this sentence lists examples, so answer choice A cannot be correct because nonsense should not be better understood from a scientific perspective. The sentence following the sentence in question uses the phrase “learning the method of science,” which is a clear reference to answer C, the correct choice.  Provide students with the following sample question. Have students work in pairs to unpack the stem, eliminate answer choices, and decide on a correct answer. Remind students that in questions that read “all of the following…except,” they are to specifically identify where information in each answer choice occurs in the passage. If they cannot identify SAUCE, then the answer choice is the correct one. Have students record their justifications for both the eliminated answer choices and the correct answer. Conduct a whole-class discussion, allowing students to discuss their justifications and come to a class consensus on the correct answer.  All of the following can be inferred from the text except –   1. at the time of writing, not all children received a secondary school education 2. the author finds chemical reactions interesting 3. science teaching has imparted some knowledge of facts to some children 4. the author believes that many teachers are authoritarian 5. it is relatively easy to learn scientific method   Remind students to enter any new vocabulary into their Vocabulary Notebooks. Have students utilize the PrepMe Critical Reading- Interpretive Questions lesson online for further practice.  Lesson 5, Function Questions for Critical Reading: Post the following questions and have students record their responses: *Why did you choose the clothes you are wearing today? Why did you choose to eat (not eat) the food you had for breakfast? Why did you choose the hairstyle you currently wear?* Allow volunteers to briefly share their responses.  Explain that the next type of question, function questions, rely on a student’s ability to consider the author’s purpose, the “why” behind the choices made in writing the passage. Just as students have very specific reasons for choosing clothing, food, hairstyles, etc., so, too, do authors. Remind students that purpose can be reduced to three simple categories: to inform, to persuade, or to entertain. Once students have identified the author’s purpose in writing the passage, it is a quick step to understanding why the author chose to include certain details, certain sentence patterns, certain descriptions, etc. Also explain that function questions are easy to identify because they contain key phrases: serves to, in order to, is meant to, is used to, or functions as.  Display the following prompt: The details in lines 26-31 serve primarily to –  Model unpacking the stem utilizing a Think-Aloud. Annotate the ***Sample Passage #2*** from the previous lesson, showing students how to identify the main idea of the sentence. Highlight the phrases “convenience of teachers” and “requirements of the examination system” and discuss how these two things are the reason for what comes next in the sentence. Highlight or underline “to believe exactly what they are told and to reproduce it when asked” and explain that the phrase is saying for the ease of teachers and for a mandated test system, students are asked to regurgitate information they are given without thinking critically. Next, explain to students that the author includes this definition of the education system for a specific purpose. What could that purpose be? Explain that the author wanted to define the education system in order to establish the weaknesses in teaching proper scientific methods.  Display the potential answer choices:   1. establish evidence for the success of standardized testing 2. dispel the myth that science is not being taught in education 3. provide proof of the ineffectiveness of the current education system 4. provide a definition of the current method of educating science 5. create a counterargument for the reader to better support the argument   Model eliminating answer choices by saying A cannot be the correct choice because the sentence is not solely about standardized testing. Answer choice B cannot be the correct answer because the sentence specifically speaks about *how* science is being taught in the classroom. Answer choice E sounds good, but the author’s purpose was not to create a counterargument, so E cannot be the correct choice. Answer choice C sounds possible, but within the confines of this specific sentence, there is no proof that this is ineffective, so answer C cannot be the correct answer. Answer D most accurately corresponds to the author’s purpose for including these details.  Provide students with the following sample question and have them work in pairs to unpack the stem, eliminate answer choices and decide on a correct answer. Have students record their justifications for both the eliminated answer choices and the correct answer. Conduct a whole-class discussion and allow students to discuss their justifications and come to a class consensus on the correct answer.  The use of the terms “conventionality, artificiality, and backward-lookingness” included in lines two to three serves primarily to –   1. provide a context for the experience of classical studies 2. set the tone for the passage and reveal the author’s purpose 3. describe the changes the author thinks should be made to education 4. appeal to the reader’s emotions as they regard education 5. introduce a fundamental pedagogical quandary   Remind students to enter any new vocabulary into their Vocabulary Notebooks. Have students utilize the PrepMe Critical Reading- Author’s Style and Technique lesson online for further practice.  Lesson 6, Big-Picture Questions for Critical Reading: Display a copy of a “Where’s Waldo?” image located to the left of the screen from [WheresWaldo.com](http://whereswaldo.com/index.html#findwaldo/map2). Allow students five minutes to find Waldo and then ask them to summarize the entire picture in one sentence.  Explain that big-picture questions require students to put all the little details together and summarize the entire purpose of the passage as a whole. For longer passages (covered in the next lesson set), students may be asked big-picture questions about portions of the passage, but for short passages, students should look at the whole. Explain that just like the “Where’s Waldo?” image, sometimes the details can blur what the whole picture is about. Big-picture questions can be identified by phrases such as what is the main idea…, what is the author’s attitude…, the passage is mainly concerned with…?  Display the following prompt: The author’s attitude to secondary and public school education in the sciences is –  Utilizing the ***Short Passage # 2*** from the previous lesson, model how to engage with the text to develop an answer to the question prior to looking at the answer choices. Say, “I know by now that the author’s purpose in writing this passage is to make an argument about the ineffectiveness of how science is taught. My understanding of the author’s attitude can best be described by the tone and word choice used throughout the passage. I think the author’s attitude is one of disgust.”  Next, display the possible answer choices:   1. ambivalent 2. neutral 3. supportive 4. satirical 5. contemptuous   Model how to eliminate answer choices by explaining that A cannot be the answer because the author is not wishy-washy, which is what ambivalent means. C cannot be the answer because it is the exact opposite of what the author feels, and B cannot be the answer because the author’s attitude is negative, not neutral. Answer choice D seems possible, but the author is not making fun of the situation; there is no humor in the tone. So, answer choice E is the obvious correct answer.  Provide students with the following sample question and ***Sample Passage # 1*** from the first lesson in this lesson set, and have them work in pairs to unpack the stem, eliminate answer choices and decide on a correct answer. Have students record their justifications for both the eliminated answer choices and the correct answer. Conduct a whole-class discussion and allow students to discuss their justifications and come to a class consensus on the correct answer.  What is the main idea of the passage?   1. Insane people have more creative dreams than sane people. 2. The author has insane thoughts that prove he should be in Bethlehem. 3. Insanity and sanity share many of the same qualities. 4. Even sane people experience the flights of fancy which characterize insanity. 5. Insanity is normal and should be more socially acceptable.   Remind students to enter any new vocabulary into their Vocabulary Notebooks. Have students utilize the PrepMe online for further practice.  Lesson 7, Exam Practice: Have students complete the Short Passage Practice in the Kaplan *SAT Strategies, Practice & Review, 2015*, pp. 224-229. Tell students to identify the type of question they think each stem is and notate in the margins. Explain that this will help students identify where they may still be struggling and with which type of question they need further assistance.  Lesson 8, Exam Review: In pairs, have students exchange their practice test from the previous lesson and conduct a Think-Pair-Share. Discuss the reasons both students have for their answers choices. Facilitate discussions when necessary. Next, allow students to review the answer explanations in the Kaplan *SAT Strategies, Practice & Review, 2015*, pp. 230-234. Engage in a whole-class discussion of which questions students struggled with the most. Allow students an opportunity to engage in further practice utilizing PrepMe online. |

| **Unit 8: Introduction to Critical Reading: Long Passages**  In this unit, students are introduced to the analysis of long passages and paired passages. | | | |
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| Recommended Pacing | Concepts/Skills Covered | Resources | Lessons |
| 5 classes  (October 22-28, 2014) | * Annotation/Mapping Passages * Applying Strategies for Long Passages * Applying Strategies for Paired Passages * Practice Passage Analysis * Review Question Types | * Kaplan *SAT Strategies, Practice & Review, 2015*   + pp. 237-241   + pp. 246-257   + pp. 250-252   + pp. 258-267 * ***English Language Arts HS Strategies*** * PrepMe Critical Reading- Improving Your Skills * PrepMe Critical Reading- Reading Review- Questions * PrepMe Critical Reading- Reading Review- Passages * PrepMe Critical Reading- Reading Review- Skills, Tips and Strategies | Lesson 1, Introduction to Long Passages: Annotation and Mapping: Remind students that the main difference between the short passage and long passage critical readings is just that: the length. Tell students that engaging the longer passages requires more organization. Have students review the Passage Map Practice on pages 237-241 of the *Kaplan SAT Strategies, Practice & Review, 2015*. Instruct students to pay particular attention to the example mapping and annotation in the sample passage.  Tell students that in long passages, they will want to read and map the passage first, then read the questions, referring back to their mapping/annotations. Using a Think-Aloud, review the Passage Map Practice line-by-line, explaining why specific annotations were made. Have students work in pairs to map the first Sample Practice Passage from pages 246-248 of the Kaplan *SAT Strategies, Practice & Review, 2015*. Instruct students to use the Annotation Bookmark from Unit 2.  In their mapping, have struggling students use the following sentence stems when annotating a passage:   * The main idea of the passage is… * The primary purpose of the passage is… * The passage is best described as… * The passage serves primarily to… * The author uses the example of \_\_\_\_ primarily to…   Explain to students that a brief four-to-five word summary in the margins beside each paragraph will help them locate important information quickly.  As students engage with the mapping passage and sample practice passage, have them circle unfamiliar words, using context clues as they read, and briefly define each word in the margin. Remind students to record new and unfamiliar words in their Vocabulary Notebooks. Have students underline important proper nouns. Using a Think-Aloud, model responding to questions by completing questions 1 and 2 on page 247. Remind students of clue words and SAUCE, as discussed in Unit 2. Have students group in pairs and complete questions 3-8 on pages 247-248, using the strategies discussed in earlier units of this cycle. Have students check their answers against those in the book on pages 258-259 Upon completion, have students share their observation in a whole-class discussion. For homework, have students map the second Sample Practice Passage on pages 248-249 and complete the six practice questions.  Remind students to enter any new vocabulary into their Vocabulary Notebooks. Have students utilize the PrepMe Critical Reading- Improving Your Skills lesson online for further practice.  Lesson 2, Evaluating Information in Long Passages: Have students exchange homework with a shoulder partner and score, comparing the mapping techniques of their partner and observing whether the mapping they performed was helpful in answering the questions effectively. After scoring, have students return the homework to its owner and discuss incorrect answers. Have them consider aloud why they missed particular questions.  In the *Kaplan SAT Strategies, Practice & Review, 2015*, page 258 lists four steps for thinking about a passage and its related questions: *Read the Question Stem, Locate the Material You Need, Predict the Answers,* and *Select the Best Answer*. Review these steps with students.  In a whole-class discussion, remind students that big-picture questions ask students to evaluate information or draw conclusions about the passage. Tell students the answers to these questions will not be clearly stated within the passage but must be inferred. These questions can ask about the overall theme of the passage, its meaning, purpose, tone, or attitude. Tell students that big-picture questions often include words like “apparently,” “probably,” “suggests,” “seems,” “implies,” and “inferred.” Tell students it is helpful in answering the big-picture questions if they understand the difference between facts, assumptions, and inferences.  Tell students that facts are concrete details that can be found within the text of the passage, such as a name, a date, or a color. Have students refer to the Sample Practice Passage on page 246, questions one, three, and four. Have students think about whether the answers to these questions are found explicitly within the text of the passage. Have students share their findings with a shoulder partner before sharing with the whole class.  Explain that an inference is a conclusion reached by the reader, based on what has been stated in the passage, and that readers use reason to make inferences. Tell students that the author’s use of tone, logic, and style can help a reader make an inference. As an example, if the author uses terms like “criminal,” “devious,” and “sneaky,” the reader can infer what the author thinks of the person being described. Have students reflect upon question five of the first Sample Practice Passage on page 247. In a whole-class discussion, have students determine if the question is referring to a fact, assumption, or inference, and then choose the answer they feel most appropriately responds to the question and explain why.  Remind students to enter any new vocabulary into their Vocabulary Notebooks. Have students utilize the PrepMe Critical Reading- Reading Review- Passages lesson online for further practice.  Lesson 3 Paired Passage Practice: Introduce students to the paired-passage multiple-choice section by having them first read page 241 in the Kaplan book. Explain that paired passages are engaged like single passages: address the questions about each passage one at a time, and then address the questions about both passages. On page 242 is an example of a paired passage. Have a volunteer read the first passage and another read the second passage. Have students read the questions silently to themselves, annotating beside each question, then select possible answers for each question. After five minutes, have students share their findings. On page 244, the answers and reasons are provided. Have students volunteer to read the answers and explanations. Encourage them to discuss and debate the explanations when they disagree with them or when they are unclear.  Remind students to enter any new vocabulary into their Vocabulary Notebooks. Have students utilize the PrepMe Critical Reading- Reading Review- Questions lessons online for further practice.  For homework, have students complete the Sample Practice Passage and questions on pages 255-257 of the *Kaplan SAT Strategies, Practice & Review, 2015*.  Lesson 4, Long Passage Practice: Review student answers from the previous day’s homework and discuss how students arrived at their answers. Have a student read the correct answers and explanations from the *Kaplan SAT Strategies, Practice & Review, 2015,* pages 258-267.  Remind students of the differences between active and passive reading, recreating in their mind the image of the basketball player passively being hit by the ball instead of actively receiving the pass. Tell students that when interacting with long passages, they will be utilizing their annotation skills, just as they did with the short passages.  Tell students that on the SAT, some passages include a brief introduction, which helps students understand the context of the passage. Tell students not to skip this introduction and to use it to help them understand the passage’s genre and anticipate what the passage will be about. Some questions to ask about the introduction include:   * What does the introduction tell me about what I will be reading? * Does the introduction give me a clue to the genre of the passage? * Does the introduction inform me about aspects of the passage, such as time period, author, characters, or location? * Does the introduction help me understand why this passage is important?   In a whole-class discussion, model what is anticipated from reading the introduction to the second passage on page 248. Have students compare this introduction with the one provided to the first Sample Practice Passage on page 246. Discuss how effective the introductions are in providing students with a context for the passage.  Remind students to enter any new vocabulary into their Vocabulary Notebooks. Have students utilize the PrepMe Critical Reading- Reading Review- Skills, Tips and Strategies lessons online for further practice.  Lesson 5, Long Passage Review and Practice: Model answering big-picture questions for students by projecting the third Sample Reading Passage from pages 250-252 of the *Kaplan SAT Strategies, Practice & Review, 2015* and use Think-Aloud to respond to questions 15 and 16. Explain how the answer is not found directly in the passage but must be “inferred” by the information provided. Have students complete question 21 on page 252 on their own and share their answer with a partner.  Remind students that little-picture questions ask students to understand information that appears within the passage, and measure the student’s ability to read and acquire information. Tell students to read enough of the passage referred to in the question to find the answer. Remind students that even if they know about the subject of the passage, they are to use only the information in the passage to answer the question. Tell students that sometimes the facts or data are written differently in the passage than in the question, and they will need to understand different ways of stating the same information. Have students refer to questions 27 and 28 of the fourth Sample Practice Passage on page 253 of the *Kaplan SAT Strategies, Practice & Review, 2015*. Have students answer the questions and then with a shoulder partner, explain how each arrived at their answers. Then in a whole-class discussion, have pairs share their observations.  Remind students that vocabulary–in–context questions ask students about the meaning of a particular word as it is used in a passage. Remind students to use clue words (see Unit 1) to understand the connotation of a word. Remind students that the word “cool” can have several meanings: a value of temperature, a reference to social acceptance, or an unfavorable response to an idea or suggestion. In the sentence “Michael responded coolly to the teacher’s request to stop talking,” we know that Michael’s response was not based on the temperature. Nor was it a reflection of his social status among his peers.  Unlike the short passage questions, the order of long-passage-questions follows the passage. Remind students to use the line numbers. It is easier to locate a number than it is to locate a word or phrase within the passage. Tell students to make sure to reread the lines to which the question refers.  Tell students that it is often easier to answer questions about a passage with a familiar subject. Tell students it is okay to skip to a passage they are more interested in first. Remind students to mark passages and questions they have skipped and return to those more difficult topics if they have time.  Remind students to enter any new vocabulary into their Vocabulary Notebooks. Have students utilize the PrepMe for further practice. |

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| **Unit 9: Practice Exam: Critical Reading**  In this unit, students complete SAT practice exam passages and analyze their scores for areas of improvement. | | | |
| Recommended Pacing | Concepts/Skills Covered | Resources | Lessons |
| 3 classes  (October 29-31, 2014) | * Test Practice | * Kaplan *SAT Strategies, Practice & Review, 2015*   pp. 404-410,  pp. 416-423,  pp. 424-432,  pp. 437-446   * ***Sentence Penance*** | Lesson 1, Practice Exam: Have students utilize the Kaplan *SAT Strategies, Practice & Review, 2015* to complete Practice Exam One, Section Three, pp. 404-410; Section 5, pp. 416-423; Section 6, pp. 424-432; Section 8, pp. 437-446.  Lesson 2, Scoring Practice Exam: Redistribute practice exam to students and score. Return scored practice exams to students.  Lesson 3, Exam Review: Have students complete a ***Sentence Penance*** on each question they missed. |