



# DISTRICT 75: HIGH SCHOOL UNITS OF STUDY



## WHAT DO I NEED TO DO TO REFINE MY TEST-TAKING SKILLS?

A READING AND WRITING UNIT IN  
TEST SOPHISTICATION

## ***Acknowledgments***

The ***District 75 Units of Study for Grades K-12*** were created as a guideline for teachers implementing the Reader's and Writer's Workshop within their classrooms.

The mission of the District 75 Literacy Team is to enhance literacy programs in all District 75 schools so that students may become lifelong readers and writers. The District Literacy Team supports the implementation of the New York City Performance Standards in English Language Arts, the Department of Education's Scope and Sequence K-8 as well as the Balanced Literacy Initiative.

This ***District 75 Units of Study for Grades K-12*** were produced under the auspices of Superintendent Bonnie Brown, Deputy Superintendent Gary Hecht, and Director of Curriculum and Assessment Lorraine Boyhan. Literacy Instructional Specialists who spearheaded this endeavor were Donna Dimino, Ana Gomez, Carmen Amador and Raizel Blau.

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All District Based Literacy Coaches supported the development of the K-12 Units of Study - Susan Abrahams, Jodi Ader, Helene Bradley, Rivky Broyde, Noveria Gillison, Kristine Gonzalez, Arlene Harris, Pearl Holford, Amy Kriveloff, Donna Laraia, Shelley Levy, Arlene Ludwig, Catherine Mullaney, Aubry Threlkeld, Leah Vasquez and Marta Villarroel.

Special thanks as well to the administration and staff at Public School 372K, The Children's School, who worked to create the original K-5 Literacy Units during the 2004-2005 school year.

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## **INTRODUCTION**

District 75's Office of Middle and High School Literacy has developed this Unit of Study on Test Sophistication to improve students' ability to demonstrate their knowledge in a variety of content areas. Test Sophistication has become a major area of focus since the No Child Left Behind Act has increased the importance of formal testing to determine promotional criteria and graduation from high school.

District literacy coaches have created a test sophistication unit to support teachers and students in their attempts to demonstrate content knowledge and skills proficiency through a variety of testing formats. This unit is designed to be used in several ways. Teachers may implement the complete unit of study or extract strategies to embed within other units. They also may use this unit with a focus on particular exams.

The goal of this unit is to empower students and reduce test anxiety by improving their understanding of test constructs and teaching them the strategies used to successfully complete test items. When students understand the formats of different tests and have practice answering various types of test questions, their overall knowledge base and performance is enhanced.

As students become more proficient in test taking strategies, their frustration level decreases, allowing them to relax and enjoy the process of learning content. At the next level, students are then able to incorporate their knowledge by generalizing the new information into their real life experiences.

## STANDARDS AND ASSESSMENT

Standard 1: *Students will read, write, listen, and speak for information and understanding.* As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Standard 2: *Students will read, write, listen, and speak for literary response and expression.* Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions of the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Standard 3: *Students will read, write, listen, and speak for critical analysis and evaluation.* As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: *Students will read, write, listen, and speak for social interaction.* Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

## TEST SOPHISTICATION SKILLS

### General Strategies:

Identify test format and know what to expect
Answer more difficult items first before they get tired
Manage time effectively while test taking
Demonstrate good habits for testing i.e. getting a good night's sleep
Initially skip unknown questions, answering easier items first
Incorporate strategies for accurate use of answer grids
Use note taking skills to collect information
Be able to take notes during read alouds
Use a variety of graphic organizers to collect and organize information
Have a bibliography of previous readings to use when writing essays
Use text features to extract key information
Use context clues to understand unknown words
Summarize passages in margin of text

### Essay Tests:

Restate the test prompt as a thesis statement for essay tests
Provide details to support prompt
Write a summary statement rewriting thesis statement with synonyms
Use check lists to ensure all parts of the question are answered
Use check lists to ensure mechanics are correct
Identify key vocabulary words
Use strategies for accurate use of answer grids
Focus on passages with the most questions first since they are fresher at the start of the test

### Multiple Choice Tests:

Identify types of multiple choice questions i.e. literal/inferential
Identify distracter items for multiple choice tests
Coordinate grammar from the question to the answer
Make sure that all of the adjectives in the answer are correct
Create your own questions with answers about the text. Then take the test

# CURRICULUM MAP

## *Reading the Curriculum Map*

Much work has been done to create curriculum maps, but little time is spent on how to look at them. Each week of the curriculum map is divided into sections as follows:

<b>WEEK ONE:</b>  WHAT TOOLS CAN WE USE TO GATHER INFORMATION ON CHARACTERS?	Readers begin to approach elements of character by recording character traits from familiar video or visual aides	Readers experience characterization through music with lyrics. Record character traits on Graphic Organizer	Readers read and record notes about their character on a graphic organizer while reading	<i>Readers practice protocols, roles and responsibilities for book clubs</i>	Readers in book clubs preview the book to examine text features
	Writers formalize a schedule for writing, review their writing portfolio checklist and read their rubrics		Writers illustrate and personalize their portfolio		Writers setup and organize their book clubs while reviewing their criteria

- ✓ The first line lets you know which week this chart is referencing. In addition, the unit is presented in a specific order, but should not be seen as prescriptive.
- ✓ Following the week number is the week title phrased in the form of an essential question. Each teacher should adapt the lessons to meet the needs of their students.
- ✓ The first row of the table highlights the Reader’s Workshop teaching points for the week.
- ✓ The second row shows the Writer’s Workshop teaching points for the week. The second row is shaded to differentiate it from the first.
- ✓ The teaching points in italics are developed more fully in the lessons to support the unit of study.

<b>WEEK ONE:</b>  REGENTS COMPREHENSIVE EXAM IN ENGLISH :  OVERVIEW	Students examine the test format, elements and features.	Students review the elements of reading and responding to test directions including the “nouns” and “verbs” of test questions.	Students review test-taking strategies for multiple choice questions.	Students review the elements of an effective essay including: introduction with thesis statement, body with supporting details, summary and conclusion.	Students become familiar with the questions to ask themselves during the revision process using an editing checklist as a guide.
	Students gain an understanding of the four main question tasks.	Students underline verbs and circle nouns in test directions.	Students respond to multiple choice questions using strategies learned.	Students practice essay-writing by reading a short story and writing a 3 to 4 -paragraph review of the contents.	Students revise their essay using an editing checklist.

**The goals of the first week of this unit include:**

- ✓ Gaining familiarity with test format, elements and features.
- ✓ Using multiple choice strategies to respond to sample questions.
- ✓ Reviewing elements of an effective essay.
- ✓ Reinforcing essay writing skills by writing a short essay.
- ✓ Gaining familiarity with different question types.

<b>WEEK TWO:</b>  REGENTS COMPREHENSIVE EXAM IN ENGLISH:  TASK #1	Students examine the official exam rubric for task #1.	Students highlight key words/phrases in the task and situation. Students respond to sample task #1, listening to a passage and note taking.	Students learn to adapt words/phrases from multiple choice questions as a source for written ideas.	Students write an essay for task #1 using the outline as a guide.	Students use the official rubric to evaluate/score test anchor papers for task #1.
	Students highlight key words in the rubric to gain an understanding of the skills necessary for success.	Students use appropriate strategies to respond to multiple choice questions.	Students use notes and multiple choice questions to complete an outline worksheet for task #1.	Students use the official rubric to evaluate/score their own responses for task #1.	Students identify strengths and weaknesses of the anchor paper and revise weaknesses to create an effective paper.

**The goals of the second week of this unit include:**

- ✓ Locating key words in official exam rubric.
- ✓ Identifying key words/phrases in tasks.
- ✓ Using multiple choice strategies to respond to test questions.
- ✓ Adapting words/phrases from multiple choice questions as a source for written ideas.
- ✓ Recalling higher order thinking skills.

<b>WEEK THREE:</b>  REGENTS COMPREHENSIVE EXAM IN ENGLISH:  TASKS #2	Students examine the official exam rubric for task #2.	<b>Students highlight key words/phrases in the task and situation. Students read passage and summarize using marginal notes.</b>	Students use appropriate strategies to respond to multiple choice questions.	Students write an essay for task #2 using the outline as a guide.	Students use the official rubric to evaluate/score test anchor papers for task #2.
	Students highlight key words in the rubric to gain an understanding of the skills necessary for success.	Students review strategies for analyzing graphic information and apply them to task #2.	Students use documents and multiple choice questions to complete an outline worksheet for task #2.	Students use the official rubric to evaluate/score their own responses for task #2.	Students identify strengths and weaknesses of the anchor paper and revise weaknesses to create an effective paper.

**The goals of the third week of this unit include:**

- ✓ Gaining familiarity with the official exam rubric.
- ✓ Summarizing passage using marginal notes.
- ✓ Reviewing strategies for analyzing graphic information.
- ✓ Creating an essay using the outline as a guide.
- ✓ Identifying strengths and weaknesses in anchor paper and revising essay.

<b>WEEK FOUR:</b>  REGENTS COMPREHENSIVE EXAM IN ENGLISH:  TASK #3	Students examine the official exam rubric for task #3.	Students highlight key words/phrases in the task. Students read the two passages and highlight/underline information related to the author's message.	Students identify at least two literary elements used by the author to convey the message.	Students write an essay for task #3 using the outline as a guide.	Students use the official rubric to evaluate/score test anchor papers for task #3.
	Students highlight key words in the rubric to gain an understanding of the skills necessary for success.	Students use appropriate strategies to respond to multiple choice questions.	Students will incorporate information from the two texts and multiple choice questions to complete an outline worksheet for task #3.	Students use the official rubric to evaluate/score their own responses for task #3.	Students identify strengths and weaknesses of the anchor paper and revise weaknesses to create an effective paper.

**The goals of the fourth week of this unit include:**

- ✓ Locating information related to the author's message.
- ✓ Identifying literary elements used by author to convey the message.
- ✓ Identifying strengths and weaknesses in anchor paper and revising essays.
- ✓ Highlighting key words to build understanding.
- ✓ Evaluating anchor papers.

<b>WEEK FIVE:</b>  REGENTS COMPREHENSIVE EXAM IN ENGLISH:  TASK #4	Students examine the official exam rubric for task #4.	Students highlight key words/phrases in the task. Students rewrite the critical lens in their own words and decide their position.	Students identify at least two literary elements used by the author that support their analysis/position.	Students write an essay for task #4 using the outline as a guide.	Students use the official rubric to evaluate/score test anchor papers for task #4.
	Students highlight key words in the rubric to gain an understanding of the skills necessary for success.	Students brainstorm information about two texts and create webs using the information.	Students use pre-writing information/webs to complete an outline worksheet for task #4.	Students use the official rubric to evaluate/score their own responses for task #4.	Students identify strengths and weaknesses of the anchor paper and revise weaknesses to create an effective paper.

**The goals of the fifth week of this unit include:**

- ✓ Identifying key words/phrases in task.
- ✓ Rewriting critical lens in other words.
- ✓ Brainstorming information about two texts using a web format.
- ✓ Identifying literary elements used by the author to support their position.
- ✓ Using pre-writing information to complete outline worksheet.

<b>WEEK ONE:</b>  REGENTS COMPETENCY TEST IN READING	Students examine the test format, elements and features.	Students review “surrounding words” context clue strategy for a sentence.	Students review “reading on” context clues strategy in a paragraph by reading on and using sentences that follow.	Students review the parts of speech as a strategy for determining the missing word.	Students review the process of elimination strategy using a 1-page story of at least 3 paragraphs.
	Students gain an understanding of the “cloze” type of questioning.	Students practice selecting a correct word from a list after underlining the surrounding word clues in a sentence.	Students practice by reading following sentences and underlining additional critical words in a paragraph.	Students use the parts of speech as a strategy for selecting the correct word in a paragraphs	Students practice by eliminating obvious false answers and trying out the possible correct responses in a cloze story.

**The goals of the first week of this unit include:**

- ✓ Understanding “cloze” type questions
- ✓ Reviewing and using “surrounding words” context clues strategy to select correct word
- ✓ Reviewing and using “reading on” context clues strategy to select correct word
- ✓ Reviewing and using parts of speech as a strategy for selecting correct word
- ✓ Reviewing and using process of elimination strategy to choose correct word

<b>WEEK TWO:</b>  REGENTS COMPETENCY TEST IN WRITING:  OVERVIEW/ BUSINESS LETTER	Students examine test format, elements and features.	Students review the elements of reading and responding to test directions including the “nouns” and “verbs” of test questions.	<b>Students review the format of writing a business letter including the elements of: heading, date, address, salutation, body, closing, and signature.</b>	Students review the skill of locating key information in the test situation and task.	Students use information highlighted to complete an outline worksheet for the business letter task.
	Students gain an understanding of the 3 main tasks.	Students underline verbs and circle nouns in test directions.	Students examine a rubric for business letter writing and score a sample business letter according to the rubric.	Students respond to a sample test by reading the situation and task and highlighting key words and phrases.	Students use outline to write a business letter.

**The goals of the second week of this unit include:**

- ✓ Gaining familiarity with test format and genre
- ✓ Gaining an understanding of the three main question tasks
- ✓ Reviewing the format of a business letter
- ✓ Identifying key words/phrases in business letter task and situation
- ✓ Creating a business letter using the outline as a guide

<b>WEEK THREE:</b>  REGENTS COMPETENCY TEST IN WRITING:  BUSINESS LETTER/ REPORT WRITING	Students use the rubric to evaluate/score their business letter.	Students review the format of writing a report including the elements of: introductory paragraph, body of supporting details, summation/ conclusion.	Students review the skill of locating main ideas and relevant details in the test situation and task.	Students review skill of sequencing test “research notes” by using highlighted information to number events chronologically in the margins.	Students use information highlighted and numbered to complete an outline worksheet for the report writing task.
	Students identify strengths and weaknesses of their business letter and revise weaknesses to create an effective letter.	Students examine a rubric for report writing and score a sample report according to the rubric.	Students respond to a sample test by reading the situation and task and highlighting key words and phrases.	<b>Students sequence test “research notes” by numbering events in the margins.</b>	Students use outline to write a report.

**The goals of the third week of this unit include:**

- ✓ Evaluating response to business letter using rubric
- ✓ Identifying strengths and weaknesses in business letter and revising
- ✓ Reviewing the format of a report
- ✓ Sequencing test research notes by numbering events in margins
- ✓ Creating a report using the outline as a guide

<b>WEEK FOUR:</b>  REGENTS COMPETENCY TEST IN WRITING  REPORT WRITING/ COMPOSITION	Students use the rubric to evaluate/score their report.	Students review the format of writing a composition including the elements of: introductory paragraph, body of supporting details for persuasion, summation/ conclusion.	Students review the skill of locating key information in the test situation and task.	Students use information highlighted to complete an outline worksheet for the composition writing task.	Students use the rubric to evaluate/score their composition.
	Students identify strengths and weaknesses of their report and revise weaknesses to create an effective report.	Students examine a rubric for composition writing and score a sample composition according to the rubric.	Students respond to a sample test by reading the situation and task and highlighting key words and phrases.	Students use outline to write a composition.	Students identify strengths and weaknesses of their composition and revise weaknesses to create an effective writing piece.

**The goals of the fourth week of this unit include:**

- ✓ Reviewing the format of a written composition
- ✓ Identifying key words/phrases to clarify directions
- ✓ Completing outline for written composition using critical information
- ✓ Creating a written composition using outline for support
- ✓ Identifying strengths and weakness in written composition and revising accordingly

**Unit of Study: Test Sophistication**

**Date:** \_\_\_\_\_

**Title of Mini-lesson:** Business Letter

**Intention:** Students will understand the format of a business letter.

**Materials:** chart paper, colored pencils/crayons, sample business letter

**Connection:** We have been learning about the writing process and how to produce writing for different purposes. Business letters are an important form of communication with a very specific format. We are going to learn how to organize a business letter that contains all the necessary parts.

**Teaching:** Teacher displays sample business letter on chart paper and explains:  
Business letters follow a specific format. Let's take a look at each piece and as we discuss it we will highlight it in a separate color.  
Teacher follows procedure for all parts of business letter, explaining and highlighting/marking each part.

1. **Return address (Red)**
2. **Date (Dark green)**
3. **Inside address (Indigo)**
4. **Salutation (Sky blue)**
5. **Body of Letter (Black)**
6. **Closing (Copper)**
7. **Signature (Sunshine yellow)**

**Active Engagement:**

Teacher hands out sample business letters and colored pencils. Students use colored pencils to mark/ number parts of the business letter.

**Link:**

Learning the format of a business letter is a valuable tool which can be used for a variety of purposes. The business letter is one type of letter writing with a specific format. Once you have mastered the format for a business letter you will be equipped with a useful lifelong skill.

**Unit of Study: Test Sophistication**

**Date:** \_\_\_\_\_

**Title of Mini-lesson:** Summarization/Main Idea

**Intention:** This lesson will instruct students in the development of a main idea statement about a given written selection. This will assist them in their ability to take effective marginal notes.

**Materials:** chart paper, nonfiction text, markers, sticky notes

**Connection:**

While reading good readers are constantly thinking about and evaluating the text. One thing that helps readers to remember a given passage is to summarize as they read. Summarizing is simply a process of deciding what is most important. Often the author gives you lots of information and you, as the reader, must determine what is critical or most important. This strategy will also help you take effective marginal notes as you read.

**Teaching:**

“We just read the passage \_\_\_\_\_. As we determine the main idea of each paragraph, you will write that main idea in your own words on a sticky note and place it next to the paragraph. Here are some questions to help guide you thinking.

“What do you think the main idea of this paragraph is”?

“What helps you to know that this is a very important idea in the paragraph”

**Active Engagement:** Students locate and identify main ideas in the text using sticky notes. They are next given time to discuss/retell the main ideas as a group.

**Link:** As you listen to and read nonfiction texts, identifying the main ideas will help you focus on the text and take notes in the margins which will help you to remember the important information.

**Unit of Study: Test Sophistication**

**Date:** \_\_\_\_\_

**Title of Mini-lesson:** Sequencing of Events

**Intention:** Students will sequence events from a passage which contains both concrete dates and additional events.

**Materials:** copy of given nonfiction passage, markers or colored pencils

**Connection:**

We have been discussing the importance of keeping track of the order of events in passages as we read. Some stories/passages are written in the order in which the events took place but many are not. For a clear understanding, we must be able to sequence or order these events so they follow a clear timeline.

**Teaching:**

There are clues that help the reader to track the sequence of events. Some of the clues that readers use are: dates, transition words (first, before, then, after, etc.) and key words which directly relate to a specific topic or subject. We have a list of events from a passage. We will read each event and circle the date, transition word or key word that gives you a clue as to when the event happened. When we are finished circling the clues, we will read and discuss each event. After we have decided on the correct order, we will number the events in their chronological order.

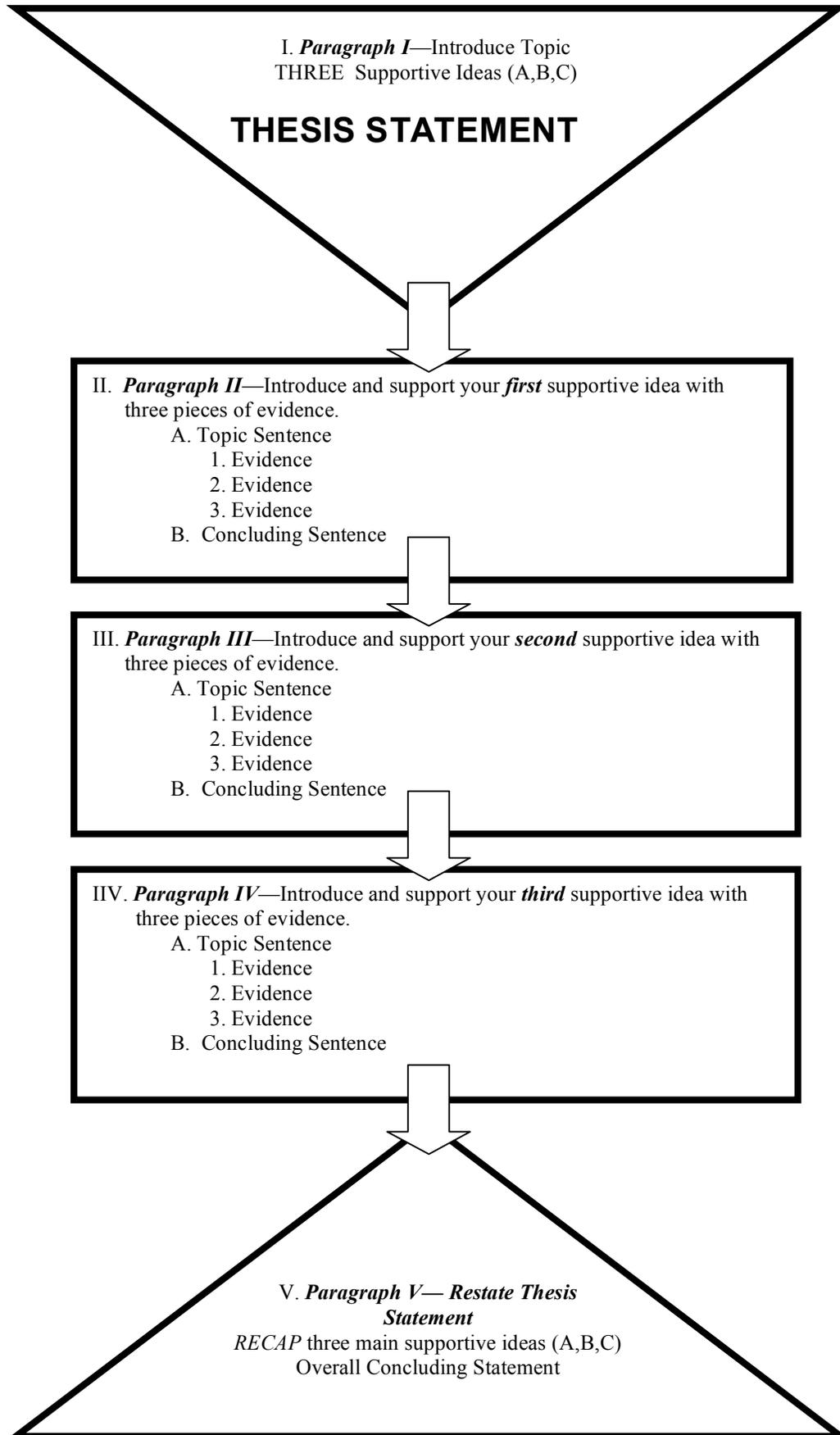
**Active Engagement:**

Students are provided with an additional passage to read and circle dates, transition words and key words in each event listed. Students discuss the events and place them in chronological order.

**Link:**

Putting events in an orderly sequence is an important skill which will help you understand and remember the passage/story and will also enable you to incorporate the events into an organized writing piece.

## BASIC 5-PARAGRAPH ESSAY GRAPHIC ORGANIZER



## BASIC 5-PARAGRAPH ESSAY OUTLINE

### I. Paragraph I—Introduce topic

- A. First supportive idea
- B. Second supportive idea
- C. Third supportive idea

**THESIS STATEMENT:** [*Formula:* In this paper I will (verb). . . ]

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### II. Paragraph II—Introduce *first* supportive idea (A).

- A. Topic Sentence
  - 1. Evidence
  - 2. Evidence
  - 3. Evidence
- B. Concluding Sentence

### III. Paragraph III—Introduce *second* supportive idea (B).

- A. Topic Sentence
  - 1. Evidence
  - 2. Evidence
  - 3. Evidence
- B. Concluding Sentence

### IV. Paragraph IV—Introduce *third* supportive idea (C).

- A. Topic Sentence
  - 1. Evidence
  - 2. Evidence
  - 3. Evidence
- B. Concluding Sentence

### V. Paragraph V—Restate Thesis Statement

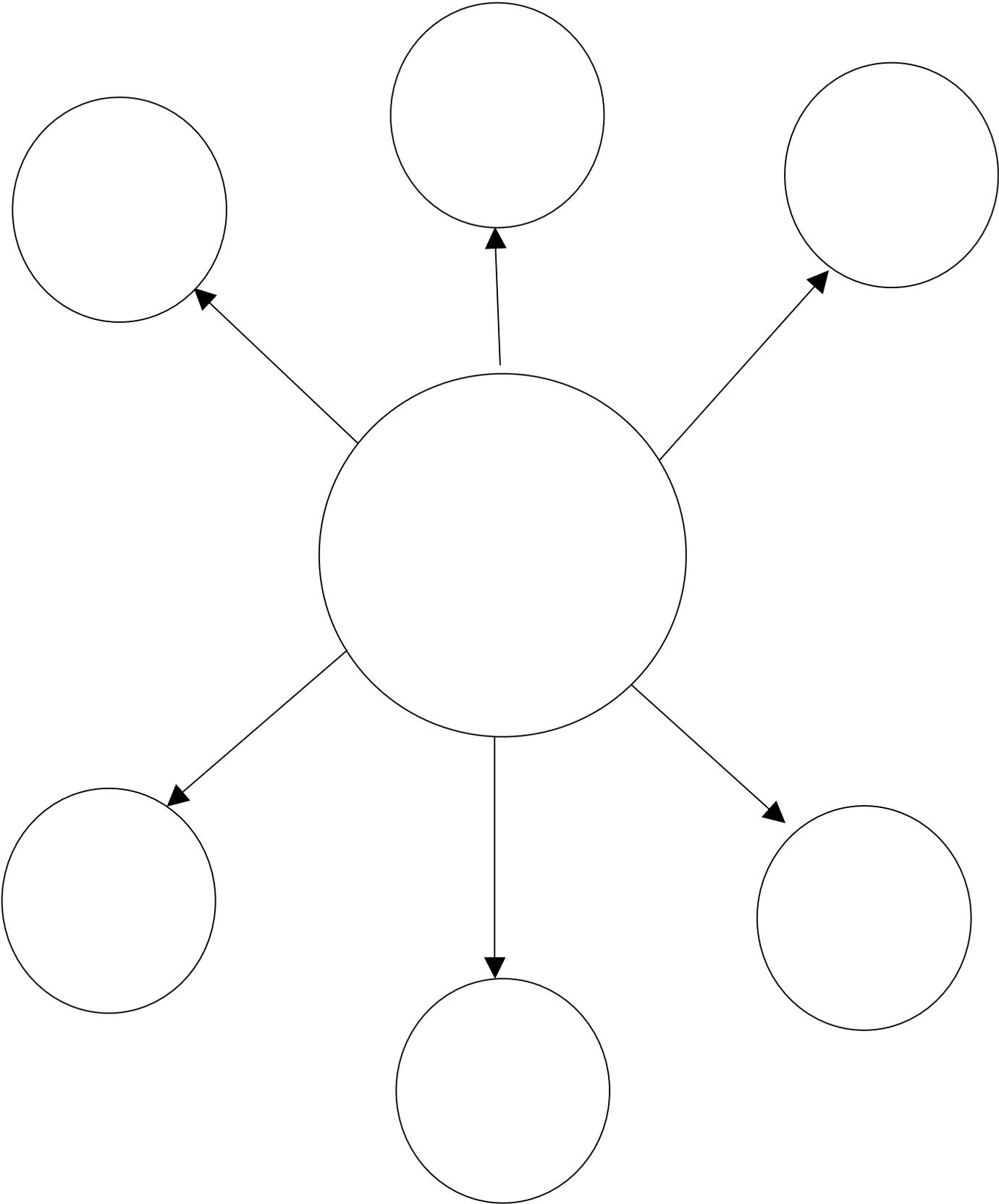
- A. Recap three main supportive ideas
  - 1. Recap *first* supportive idea
  - 2. Recap *second* supportive idea
  - 3. Recap *third* supportive idea
- B. Overall Concluding Statement

## ESSAY OUTLINE FORMAT

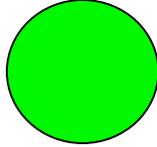
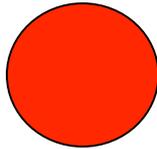
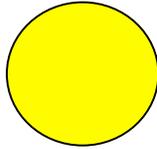
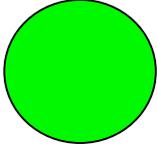
- I. Opening paragraph \_\_\_\_\_
  1. Introductory sentence \_\_\_\_\_
    - a. First supportive statement \_\_\_\_\_
    - b. Second supportive statement \_\_\_\_\_
    - c. Third supportive statement \_\_\_\_\_
  2. THESIS STATEMENT \_\_\_\_\_
  
- II. Second paragraph \_\_\_\_\_
  1. Introductory sentence addresses first supportive (a.) statement \_\_\_\_\_
    - a. First piece of evidence \_\_\_\_\_
    - b. Second piece of evidence \_\_\_\_\_
    - c. Third piece of evidence \_\_\_\_\_
  2. Concluding statement \_\_\_\_\_
  
- III. Third paragraph \_\_\_\_\_
  1. Introductory sentence addresses second supportive (b.) statement \_\_\_\_\_
    - a. First piece of evidence \_\_\_\_\_
    - b. Second piece of evidence \_\_\_\_\_
    - c. Third piece of evidence \_\_\_\_\_
  2. Concluding statement \_\_\_\_\_
  
- IV. Fourth paragraph \_\_\_\_\_
  1. Introductory sentence addresses third supportive (c.) statement \_\_\_\_\_
    - a. First piece of evidence \_\_\_\_\_
    - b. Second piece of evidence \_\_\_\_\_
    - c. Third piece of evidence \_\_\_\_\_
  2. Concluding statement \_\_\_\_\_

- V. Concluding paragraph \_\_\_\_\_
1. Introductory sentence *restates the thesis*  
\_\_\_\_\_
  2. Second sentence concludes points made in second paragraph  
\_\_\_\_\_
  3. Third sentence concludes points made in third paragraph  
\_\_\_\_\_
  4. Fourth sentence concludes points made in fourth paragraph  
\_\_\_\_\_
  5. Fifth sentence is final concluding statement  
\_\_\_\_\_

**SAMPLE WEB**



**TRAFFIC SIGNAL**



**GO!**  
Write a topic sentence.

**SLOW DOWN!**  
Give a reason, detail, or fact. Use a transition.

**STOP!**  
Explain. Give an example.

**GO BACK!**  
Remind the reader of your topic.

# Graphic Organizer for First Draft

## INTRODUCTION

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## BODY PARAGRAPH 1

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## BODY PARAGRAPH 2

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## CONCLUSION

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*\* Paragraphs may be added to the body of the essay if needed.*

## Checklist for First Draft

*Ask yourself these questions!!*

Criteria	Do You Need to Correct?
<b>Have I converted each note to a sentence?</b>	
<b>Are all my sentences complete?</b>	
<b>Does my essay have an introduction?</b>	
<b>Does my introduction let the reader know what will follow?</b>	
<b>Is my introduction at least two sentences?</b>	
<b>Does my essay have several paragraphs in the body</b>	
<b>Does each paragraph have a main idea and supporting details?</b>	
<b>Does the conclusion summarize the important facts?</b>	
<b>Have I checked back to see if I included all my notes?</b>	
<b>Have I organized my essay appropriately?</b> Categories Chronological Spatial Order of importance	
<b>Have I indented to separate paragraphs?</b>	

## Task #1: Listening Selection Outline Worksheet

Introduction: Establish controlling idea or thesis – (main point of listening passage.)

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Support your thesis: State one main idea and specific supporting details from the listening selection that reinforce the controlling idea.

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State a second main idea with specific supporting details from listening selection that reinforce the controlling idea.

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State a third main idea with specific supporting details from listening selection that reinforce the controlling idea.

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Conclusion: Reinforce your thesis.

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## **Task #2: Interpreting Informational Materials Outline Worksheet**

Introduction: Explain the issue and discuss it briefly.

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State your position/opinion regarding the issue.

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Support your position: State one reason for your opinion with specific information from the article/graphic.

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State a second reason for your opinion with specific information from the article/graphic.

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State a third reason for your opinion with specific information from the article/graphic.

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Conclusion: Reinforce your position.

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### Task #3: Interpreting Literature Outline Worksheet

Introduction: Introduce topic in a general sense.

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Narrow the topic down to a single controlling idea.

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Identify and briefly summarize one passage (1-2 sentences) and make a general statement of how the passage supports your thesis.

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Identify at least two literary elements used in the passage that help prove your thesis and explain how it supports your thesis.

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Identify and briefly summarize the other passage (1-2 sentences) and make a general statement of how the passage supports your thesis.

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Identify at least two literary elements used in the passage that help prove your thesis and explain how it supports your thesis.

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Conclusion: Reinforce your thesis.

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## Task #4: Critical Lens Outline Worksheet

Introduction: Begin with critical lens (repeat it):

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Interpret lens (what does it mean to you):

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Agree or disagree with the lens:

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Name one piece of literature (including title and author) that supports your opinion thesis, and briefly explain how the text confirms your thesis.

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Identify at least two literary elements in the piece of literature that help prove your thesis and explain how it supports your thesis.

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Name another piece of literature (including title and author) that supports your opinion thesis, and briefly explain how the text confirms your thesis.

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Identify at least two literary elements in the piece of literature that help prove your thesis and explain how it supports your thesis.

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Conclusion: Reinforce your thesis.

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## Business Letter Outline Worksheet

Place the return address (your address) and date in the right hand corner:

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Place inside address (company/person you are writing to) below return address on the left.

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Write the salutation or greeting:

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Body: Introduce yourself and explain the situation:

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Tell what you are going to do about the situation:

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Explain what you want the person, company or organization to do for you:

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Closing: (Sincerely, Yours truly etc.) \_\_\_\_\_

Signature \_\_\_\_\_

## Report Writing Outline Worksheet

Introduction: Introduce the topic of the report.

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State one main idea about the topic and add specific supporting details from notes.

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State a second main idea about the topic and add specific supporting details from the notes.

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State a third main idea about the topic and add specific supporting details from the notes.

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Conclusion: Summarize the topic.

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## Composition Outline Worksheet

Introduction: Explain the issue and discuss it briefly.

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State your position/opinion regarding the issue.

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Support your position: State one reason for your opinion and explain your reason.

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State another reason for your opinion and explain it.

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Conclusion: Reinforce your position.

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# Critical Lens Brainstorming Web

SETTING

TITLE

CHARACTERS

PLOT

THEME

## PERSUASIVE ESSAY RUBRIC

Criteria	Quality			
	4	3	2	1
<b>Make a claim</b>	I made a claim and explained reasoning.	I made a claim but didn't explain reasoning.	I made a claim but it is confusing, or unclear.	I didn't make a claim.
<b>Give reasons in support of the claim</b>	I gave clear and accurate reasons to support my claim.	I gave reasons to support my claim but didn't include important reasons.	I gave irrelevant and/or confusing reasons which don't support my claim.	I didn't give convincing reasons to support my claim.
<b>Organization</b>	My writing is well organized, has a compelling opening, strong informative body and conclusion. Has appropriate paragraph format.	My writing has a clear beginning, middle and end. I used appropriate paragraph format.	My writing is organized but got off topic. Several errors in paragraph format.	My writing is aimless and disorganized.
<b>Word Choice</b>	The words I used are natural, varied and vivid.	I used mostly routine words.	My words are dull, uninspired and/or repetitive.	I used the same words over and over and over. Some words may be confusing.
<b>Sentence Fluency</b>	My sentences are clear, complete and of different lengths.	My sentences are well-organized but routine.	My sentences are often flat or awkward. Some run-ons and fragments.	My sentences include run-ons, fragments and awkward phrasing.
<b>Conventions</b>	I used correct sentence structure, grammar, punctuation and spelling.	My spelling of common words is correct. Some errors in grammar and punctuation.	Frequent errors are distracting to the reader but do not interfere with the meaning of my paper.	Many errors in grammar, spelling and punctuation which interferes with meaning.

## BUSINESS LETTER RUBRIC

Criteria	Quality
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	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explain the situation</b>	I explained using specific details.	I explained the situation but did not include details.	I explained the situation but it is confusing, or unclear.	I didn't explain the situation.
<b>Give supporting reasons/ details</b>	I gave clear and accurate reasons/details to support my claim.	I gave reasons/details to support my claim but didn't include important information.	I gave irrelevant and/or confusing reasons/details which don't support my claim.	I didn't give convincing reasons/details to support my claim.
<b>Organization</b>	My writing is well organized with appropriate paragraph format.	My writing mostly organized and has mostly appropriate paragraph format.	My writing is organized but got off topic. Several errors in paragraph format.	My writing is aimless and disorganized.
<b>Word Choice</b>	The words I used are natural, varied and vivid.	I used mostly routine words.	My words are dull, uninspired and/or repetitive.	I used the same words over and over and over. Some words may be confusing.
<b>Sentence Fluency</b>	My sentences are clear, complete and of different lengths.	My sentences are well-organized but routine.	My sentences are often flat or awkward. Some run-ons and fragments.	My sentences include run-ons, fragments and awkward phrasing.
<b>Conventions</b>	I used correct sentence structure, grammar, punctuation and spelling.	My spelling of common words is correct. Some errors in grammar and punctuation.	Frequent errors are distracting to the reader but do not interfere with the meaning of my paper.	Many errors in grammar, spelling and punctuation which interferes with meaning.
<b>Format: Parts of a Business Letter</b>	My letter contains all the required elements for a business letter.	Some business letter elements are out of place or missing.	Most business letter elements are out of place or missing.	I used improper format.

## REPORT RUBRIC

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>
<b>Topic</b>	Information included that is totally unrelated to topic.	Information included that is somewhat related to topic.	Information included that is mostly related to topic.	Information included that is directly relevant to topic.
<b>Organization</b>	Information not organized and confusing	Somewhat organized, but events mostly unclear	Mostly organized but some events lack clarity	Good organization, events are logically ordered and clear
<b>Quality of Details</b>	Specific details are minimal or lacking	Specific details are somewhat vague	Most details are supporting to the subject	Supporting details are clear and specific to the subject
<b>Grammar &amp; Spelling</b>	Very frequent grammar and spelling errors	Some grammar and spelling errors are present.	Grammar and spelling are mostly correct	All grammar and spelling are correct
<b>Interest Level</b>	Lacks descriptive words/ doesn't engage the reader	Vocabulary is repetitive, details lack "color"	Vocabulary is mostly varied and engaging	Vocabulary is varied, vivid and engaging

## Strategies for Taking Multiple Choice Tests

### General Test Taking Strategies

- ✓ Read each question carefully and thoroughly.
- ✓ Before answering, look at all of the answer choices.
- ✓ Pace yourself if the test is timed. At the start, glance through to determine the number of questions on the test.
- ✓ Take your time if the test is un-timed. It is not a race to the finish!

### Answering Options

- ✓ Employ a “cover-up” strategy by trying to answer a question before looking at the choices.
- ✓ Treat each answer choice as a true or false response. Select the “most true” answer.
- ✓ Rephrase a question as a statement using each answer in the sentence. Which seems most true?
- ✓ Mark question numbers that you can’t answer and continue working through the test.
- ✓ Save time to return to the skipped questions at the end, even if it is simply to mark a guess.

### Eliminating Choices on Difficult Questions

- ✓ When you are unsure of an answer, try to eliminate as many answers as possible.
- ✓ Eliminating one or more choices increases your odds!
- ✓ Use prior knowledge of word prefixes, suffixes, and roots to make intelligent guesses about unknown terms.
- ✓ Beware of the use of negative terms used in answers, such as *none*, *not*, and *never*.
- ✓ Be aware of superlatives in answer choices, such as *all*, *more*, *always*, and *only*.
- ✓ Superlatives usually indicate an undisputed fact.

### Guessing Strategies

- ✓ Try to make an educated guess.
- ✓ Always use the process of elimination as a first step.
- ✓ Use the wording of the question or answer as a clue to eliminate possibilities.
- ✓ Choose the most precise answer.
- ✓ Avoid answers that seem out of context.
- ✓ Choose a numerical answer from the middle of the range, not from either extreme.

### Final Test-Taking Advice

- ✓ Be prepared! Study ahead of time and review in advance to avoid last-minute cramming.
- ✓ Keep your mind open as you read test items. A question or answer can trigger your knowledge about another test item.
- ✓ Eat breakfast the day of the test.
- ✓ Get a good night’s sleep the night before the test.
- ✓ Be confident to do your best.

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