

Name of Course: SAT Preparation
Grade Level(s): 10 - 12
Unit or Strand: SAT: An Overview
Estimated Instructional Time: One-half week
PA Academic Standards:
Anchors/Eligible Content (as appropriate):
Unit (Strand) Objectives: The student will be able to develop and use vocabulary skills such as applying context clues for understanding words, applying knowledge of prefixes, suffixes, roots, and usage variations to expand reading vocabulary and comprehension. The student will be able to apply vocabulary skills to his or her writing.
Enabling Objectives: <i>Be specific</i>
Text/Resource Materials: <i>The Official SAT Study Guide: For the New SAT</i> or <i>Mastering the Verbal SAT</i> (Great Source Education Group) <i>McGraw-Hill's SAT 2400!</i>
Activities: Read and understand the format of the test and all of each sections and how each section is to be approached.
Assessment: <i>Include both formative and summative</i>
Extensions/Enhancements:
Remediation/Modifications:

Name of Course: SAT Preparation
Grade Level(s): 10 - 12
Unit or Strand: Vocabulary
Estimated Instructional Time: one and a half weeks
<p>PA Academic Standards:</p> <p>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.</p> <p>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.</p> <p>1.1.11 F Understand the meaning of and apply key vocabulary across the various subject areas.</p>
<p>Anchors/Eligible Content (as appropriate):</p> <p>R11.A.1.1 Identify and apply the meaning of vocabulary (fiction)</p> <p>R11.A.1.2 Identify and apply word recognition skills (fiction)</p> <p>R11.A.2.1 Identify and apply the meaning of vocabulary in nonfiction</p> <p>R11.A.2.2 Identify and apply word recognition skills (nonfiction) Eligible Content Terms: Identify, apply, multiple-meaning word, synonym, antonym, affix, context clues, explanatory sentences</p>
<p>Unit (Strand) Objectives:</p> <p>Students will expand their vocabulary through the use of context clues.</p> <p>Students will develop methods for using context clues in SAT applications.</p> <p>Students will examine the meanings of words commonly confused with each other.</p> <p>Students will expand vocabulary through the use of synonyms and antonyms.</p> <p>Students will be able to insert vocabulary words into sentences using their understanding of the word and their use of context clues within the each sentence.</p>
<p>Enabling Objectives: <i>Be specific</i></p> <p>Explore</p> <ul style="list-style-type: none"> The student will explore Greek roots and vocabulary words derived from Greek. <p>Develop</p> <ul style="list-style-type: none"> The student will develop use of context clues. The student will develop word-recognition skills. The student will develop knowledge of affixes and prefixes (see appendix for words, affixes, and prefixes). The student will continue to develop PSSA and SAT vocabulary. The student will continue to develop knowledge of words derived from text. Students will develop words recognition skills from a weekly list. Students will develop use of context clues.
<p>Text/Resource Materials:</p> <p>Weekly lessons from <i>Vocabulary Workshop</i> (New Addition - Level F) or <i>Mastering the Verbal SAT</i> (Great Source Education Group)</p> <p>Dictionary</p>
<p>Activities:</p> <p>The teacher provides a list of 20 words per week, which are commonly found on the SAT test.</p> <p>The student provides the part of speech, definition, and a sentence, which clearly shows the use of the word in context for all 20 words.</p> <p>The teacher will review the vocabulary words with the students and offer synonyms and antonyms for each word.</p>

The student will participate in review activities prior to testing which require the understanding of each vocabulary word.

Assessment: *Include both formative and summative*

Completed vocabulary handout (part of speech, definition, and sentence)

Review games

Tests

SAT sample tests

Extensions/Enhancements:

The student will complete SAT learning packets using his or her knowledge of vocabulary.

The student will create flashcards and/or pictorial representations of words.

The student will complete crossword puzzles, which contain the weekly vocabulary words.

Remediation/Modifications:

The student will complete additional vocabulary practice exercises.

Name of Course: SAT Preparation
Grade Level(s): 10 -12
Unit or Strand: Sentence Completion
Estimated Instructional Time: One and a half weeks
<p>PA Academic Standards:</p> <p>1.1.11 C Use of 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.</p> <p>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.</p> <p>1.1.11 F Understand the meaning of and apply key vocabulary across the various subject areas</p>
Anchors/Eligible Content (as appropriate):
<p>Unit (Strand) Objectives:</p> <p>The student will be able to use his or her knowledge of vocabulary and understanding of context clues to accurately complete SAT sentence completion questions.</p>
<p>Enabling Objectives: <i>Be specific</i></p> <p>The student will increase knowledge of vocabulary through weekly vocabulary lessons.</p> <p>The student will develop the techniques involved in using context clues.</p> <p>The student will develop the techniques of using contrast clues.</p> <p>The student will develop the techniques of using summary clues.</p> <p>The student will develop the techniques of using cause-and-effect clues.</p>
<p>Text/Resource Materials:</p> <p><i>The Official SAT Study Guide: For the New SAT or Mastering the Verbal SAT</i> (Great Source Education Group)</p> <p><i>McGraw-Hill's SAT 2400!</i></p> <p>Dictionary</p>
<p>Activities:</p> <p>The student will complete a worksheet on strategies for success on the sentence completion section of the SAT test.</p> <p>The teacher will review approaches to SAT sentence completion questions and strategies for success.</p> <p>The student will independently complete SAT sentence completion practice packets.</p> <p>After completing the packets, the student will work within a learning group to determine whether his or her answers to the questions in the packet are correct and make adjustments as needed in his or her responses.</p> <p>The student will submit the completed packet to the teacher for evaluation.</p> <p>The teacher will grade the packet and return it to the group for further evaluation and discussion.</p> <p>Students will review those questions that were marked wrong and submit their revised answers.</p> <p>The teacher will check the revised answers and return the packet with a score.</p>
<p>Assessment: <i>Include both formative and summative</i></p> <p>Practice packets</p> <p>Quizzes</p> <p>SAT pre-test and post-test</p>

Extensions/Enhancements:

The student will review those sentence completion questions that were still answered incorrectly with his or her group and the teacher when necessary.

Remediation/Modifications:

The student will complete additional practice packets.

Name of Course: SAT Preparation
Grade Level(s): 10 - 12
Unit or Strand: Sentence Errors
Estimated Instructional Time: One and a half weeks
<p>PA Academic Standards:</p> <p>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.</p> <p>1.5.11 F Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • 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, adjectives, adverbs, conjunctions, prepositions and interjections properly • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).
<p>Anchors/Eligible Content (as appropriate):</p> <p>N/A</p>
<p>Unit (Strand) Objectives:</p> <p>The student will be able to accurately complete SAT sentence error questions.</p>
<p>Enabling Objectives: <i>Be specific</i></p> <p>The teacher will review grammar rules with students and students will practice these rules. The student will look at examples of sentence errors found on the SAT test.</p>
<p>Text/Resource Materials:</p> <p><i>The Official SAT Study Guide: For the New SAT</i> or <i>Mastering the Verbal SAT</i> (Great Source Education Group) <i>McGraw-Hill's SAT 2400!</i> Dictionary</p>
<p>Activities:</p> <p>The student will complete a worksheet on strategies for success on SAT sentence error questions. The teacher will review approaches to SAT sentence error questions and strategies for success. The student will independently complete SAT sentence error practice packets. After completing the packets, the student will work within a learning group to determine whether his or her answers to the questions in the packet are correct and make adjustments as needed in his or her responses. The student will submit the completed packet to the teacher for evaluation. The teacher will grade the packet and return it to the group for further evaluation and discussion. Students will review those questions that were marked wrong and submit their revised answers. The teacher will check the revised answers and return the packet with a score.</p>
<p>Assessment: <i>Include both formative and summative</i></p> <p>Practice packets Quizzes SAT pre-test and post-test</p>

Extensions/Enhancements:

The student will review those sentence completion questions that were still answered incorrectly with his or her group and the teacher when necessary.

Remediation/Modifications:

The student will complete additional practice packets.

Name of Course: SAT Preparation
Grade Level(s): 10 -12
Unit or Strand: Improving Sentences and Paragraphs
Estimated Instructional Time: One week
<p>PA Academic Standards:</p> <p>1.5.11 D Write with a command of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences • Use precise language <p>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.</p> <p>1.5.11 F Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • 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, adjectives, adverbs, conjunctions, prepositions and interjections properly • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).
Anchors/Eligible Content (as appropriate):
<p>Unit (Strand) Objectives:</p> <p>The student will be able to accurately complete SAT improving sentence/paragraph questions.</p>
<p>Enabling Objectives: <i>Be specific</i></p> <p>The teacher will review grammar rules with students and students will practice these rules. The student will look at examples of how to improve sentences and paragraphs.</p>
<p>Text/Resource Materials:</p> <p><i>The Official SAT Study Guide: For the New SAT or Mastering the Verbal SAT</i> (Great Source Education Group) <i>McGraw-Hill's SAT 2400!</i> Dictionary</p>
<p>Activities:</p> <p>The student will complete a worksheet on strategies for success on SAT questions on improving sentences and paragraphs. The teacher will review approaches to SAT sentence/paragraph improvement questions and strategies for success. The student will independently complete SAT sentence and paragraph improvement practice packets. After completing the packets, the student will work within a learning group to determine whether his or her answers to the questions in the packet are correct and make adjustments as needed in his or her responses. The student will submit the completed packet to the teacher for evaluation. The teacher will grade the packet and return it to the group for further evaluation and discussion. Students will review those questions that were marked wrong and submit their revised answers. The teacher will check the revised answers and return the packet with a score.</p>
<p>Assessment: <i>Include both formative and summative</i></p> <p>Practice packets</p>

Quizzes

SAT pre-test and post-test

Extensions/Enhancements:

The student will review those improving sentence/paragraph questions that were still answered incorrectly with his or her group and the teacher when necessary.

Remediation/Modifications:

The student will complete additional practice packets.

Name of Course: SAT Preparation
Grade Level(s): 10 -12
Unit or Strand: Critical Reading
Estimated Instructional Time: One week
<p>PA Academic Standards:</p> <p>1.1.11 B Analyze the structure of informational materials explaining how authors used these to achieve their purposes</p> <p>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</p> <p>1.1.11 F Understand the meaning of and apply key vocabulary across the various subject areas</p> <p>1.1.11 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents</p> <p>1.1.11 H Demonstrate fluency and comprehension in reading</p> <p>1.2.11 A Read and understand essential content of informational texts and documents in all academic areas</p> <p>1.3.11 A Read and understand works of literature</p> <p>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</p> <p>1.3.11 C Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices</p> <p>1.3.11 D Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox)</p> <p>1.3.11 F Read and respond to nonfiction and fiction including poetry and drama</p>
Anchors/Eligible Content (as appropriate):
<p>Unit (Strand) Objectives:</p> <p>The student will be able to accurately complete SAT critical reading questions.</p>
<p>Enabling Objectives: <i>Be specific</i></p> <p>The student will look at examples of how to answer critical reading questions.</p> <p>The student will review the elements of style in writing such as diction, figures of speech, sentence length and structure, etc.</p> <p>The students will review effective reading techniques.</p> <p>The student will practice making inferences from reading selections.</p>
<p>Text/Resource Materials:</p> <p><i>The Official SAT Study Guide: For the New SAT</i></p> <p><i>McGraw-Hill's SAT 2400!</i></p> <p>Dictionary</p>
<p>Activities:</p> <p>The student will complete a worksheet on strategies for success on SAT critical reading questions.</p> <p>The teacher will review approaches to SAT critical reading questions and strategies for success.</p> <p>The student will independently complete SAT critical reading practice packets.</p> <p>After completing the packets, the student will work within a learning group to determine whether his or her answers to the questions in the packet are correct and make adjustments as needed in his or her responses.</p> <p>The student will submit the completed packet to the teacher for evaluation.</p> <p>The teacher will grade the packet and return it to the group for further evaluation and discussion.</p> <p>Students will review those questions that were marked wrong and submit their revised answers.</p>

The teacher will check the revised answers and return the packet with a score.

Assessment: *Include both formative and summative*

Practice packets

Quizzes

SAT pre-test and post-test

Extensions/Enhancements:

The student will review those critical reading questions that were still answered incorrectly with his or her group and the teacher when necessary.

Remediation/Modifications:

The student will complete additional practice packets.

Name of Course: SAT Preparation
Grade Level(s): 10 - 12
Unit or Strand: Essay
Estimated Instructional Time: two weeks
<p>PA Academic Standards:</p> <p>1.4.11 C Write persuasive pieces</p> <p>1.5.11 A Write with a sharp, distinct focus</p> <p>1.5.11 B Write using well-developed content appropriate for the topic</p> <p>1.5.11 C Write with controlled and/or subtle organization</p> <p>1.5.11 D Write with a command of the stylistic aspects of composition</p> <p>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</p> <p>1.5.11 F Edit writing using the conventions of language</p>
<p>Anchors/Eligible Content (as appropriate):</p> <p>Sample anchor essays, provided by College Board, will be shown to students and assessed for the qualities, which give them the score that they received.</p>
<p>Unit (Strand) Objectives:</p> <p>The student will examine and understand the SAT Scoring Guide for essays.</p> <p>The students will show their understanding of the rubric by scoring sample essays.</p> <p>The student will be able to successfully produce a well-constructed essay within the 25-minute time frame.</p>
<p>Enabling Objectives: <i>Be specific</i></p> <p>The student will review how the SAT essay is scored.</p> <p>The student will review samples of essays.</p> <p>The student will practice evaluating and scoring sample essays.</p>
<p>Text/Resource Materials:</p> <p><i>The Official SAT Study Guide: For the New SAT</i> or <i>Mastering the Verbal SAT</i> (Great Source Education Group)</p> <p><i>McGraw-Hill's SAT 2400!</i></p> <p>Dictionary</p>
<p>Activities:</p> <p>The teacher will provide feedback on actual scores on essays given by SAT.</p> <p>The teacher will provide commentary from SAT on why the essays received the scores that they did and how each essay could have received a higher score.</p> <p>The teacher provides students with a sample writing prompt and then has students brainstorm areas on how to approach the topic and from what areas support may be drawn.</p> <p>The student will produce a response to a selected writing prompt within a 25-minute time period.</p> <p>Students will, based on the rubric, peer evaluate the essays.</p> <p>The teacher will canvas students on their approaches to the essay and ways in which those essays could have been improved.</p>
<p>Assessment: <i>Include both formative and summative</i></p> <p>Students will write 25-minute essays in response to prompts provided by College Board.</p> <p>Students will evaluate peer essays based on the rubric used by College Board.</p>

Extensions/Enhancements:

Students will reevaluate their own essays to determine areas of strength and weakness.

Students will use peer evaluative comments to improve their writing for future essay prompts.

Remediation/Modifications: