# *ELA Unit 1 - (New SAT) Test Taking Strategies

Content Area: **Language Arts Literacy**
Course(s): **ACT/SAT Prep**
Time Period: **September**
Length: **5 blocks**
Status: **Published**

## Enduring Understandings

People communicate through words.

Knowledge of the English language leads to effective communication skills.

Vocabulary helps to interpret, analyze, and evaluate text to extend understanding and appreciation.

Knowing the math is different than applying the math.

The vocabulary used in a math problem matters.

## Essential Questions

How can the knowledge of root words help to understand the meaning of new words?

How can the knowledge of word origins and relationships, as well as historical and literary clues help determine the meanings of specialized vocabulary?

How do algebraic relationships help to solve math problems?

Why would one representation of a numerical expression be more useful than another?

## Content

SAT, ACT, aptitude test, 75% Strategy, trigger words, compass words,

thought reversal words, thought continuation words, POE process of elimination

## Skills

Research SAT and ACT scores for a variety of colleges in order to set personal test score goals.

Explain the difference between an aptitude test such as the SAT and a knowledge test such as the ACT.

Identify all sections of the SAT and the types of questions posed on the SAT.

Apply the SAT scoring rubric to determine SAT scores and explain the advantages and disadvantages of incorrect answers verse omitting questions.

Determine the 75% strategy and create a personal strategy for success on the SAT.

Apply a variety of test taking strategies including the 75% rule, the choice C advantage, and employ POE (process of elimination).

Identify trigger words.

Identify marks of punctuation such as semi colons and commas and the effect these marks have on direction of a sentence.

Determine statistics after elimination of an incorrect answer.

## Resources

### Websites

*Khan Academy,* https://www.khanacademy.org/sat

*College Board,* https://collegereadiness.collegeboard.org/sat/practice

### Books

*College Board SAT Prep*

*Princeton Review SAT Prep*

*Kaplan SAT Prep*

*The Official SAT Study Guide*

## Standards

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|---|---|
| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |

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|---|---|
| LA.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) |
| LA.RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| LA.RL.11-12.10a | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |
| LA.RL.11-12.10b | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above. |
| LA.RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| LA.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| LA.SL.11-12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| LA.L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |