

# Overview of the Test

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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This unit will focus on the structure of the SAT and why it's so important. Students will be exposed to SAT terminology, review specific sections to be tested, and consider rubrics/scoring methods for the exam. The unit will also focus on test-taking strategies. Students will take and evaluate a diagnostic exam.

## Transfer

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Students will be able to independently use their learning to...

- Choose and utilize test-taking strategies
- Avoid tricks in the test
- Feel more confident when taking the test

## Meaning

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## Understandings

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Students will understand that...

- The SAT is predictable and strategies (such as elimination and guessing) can be applied throughout the test.
- Carefully selecting questions to answer on the SAT is essential to success.
- Responding to reading questions and writing sections requires effort and demonstration of good writing ability.
- Knowing exam terminology will make taking the exam and understanding directions much clearer.

- The SAT requires students to demonstrate proficiency in reading and writing.

### **Essential Questions**

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- How is the SAT exam structured to assess students?
- How can I use rubrics to aid in my success on the SAT?
- What terminology must I know to understand the tasks on the SAT?
- How is the SAT predictable and what strategies should be used throughout?

### **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- The sections of the SAT exam and recall the requirements for each specific task.
- How the essay scoring rubric works.
- Exam terminology and its importance.
- Test-taking strategies and when they are applicable.
- Specific learning needs determined by completion of a diagnostic test.

### **Students will be skilled at...**

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Students will be skilled at...

- Recognizing the different question types.

- Choosing and utilizing test taking strategies.
- Predicting questions to be asked on the SAT by analyzing previous exams.

## **Academic Vocabulary**

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- Strategy
- Triage
- Elimination
- Penalty
- Prompt
- Extended Response
- Critical Reading
- Readability
- Predict
- Mapping
- Synthesis
- Infographics
- Paired Passages
- Evidence
- Rhetoric
- Clarity
- Narrative
- Explanatory
- Informative

## Learning Goal

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Students will understand the structure of the SAT, recognize the specific question types, and choose strategies to select the best responses.

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.10b	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use

effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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### **Target 1-- Level 1 Retrieval**

SWBAT:

1. Recognize the structure of the SAT.
  2. Identify question types.
  3. Determine strategies to use for specific question types.
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### **Target 2-- Level 2 Comprehension**

SWBAT:

1. Describe how or why strategies were chosen.
  2. Summarize the parts of the test.
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### **Target 3-- Analysis**

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SWBAT:

1. Assess question types
  2. Identify errors
  3. Compare and contrast correct and incorrect responses on diagnostic test
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### **Target 4-- Knowledge Utilization**

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SWBAT:

1. Select the best strategies.
  2. Decide between answer choices and explain rationale.
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### **Summative Assessment**

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1. SAT Diagnostic Test

### **Formative Assessment and Performance Opportunities**

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1. Do Now Activities
2. Worksheets and varied practice exercises
3. Extended Written responses

#### 4. Class discussion

### **Differentiation / Enrichment**

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#### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

#### **Enrichment:**

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

### **Unit Resources**

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#### **Resources:**

LCD/ Projector

SAT Practice books

SAT Websites

Diagnostic pretest

Sample Tests