

# S.A.T.T.

## Skill Building Strategies

# SAT Suite of Assessments: Alignment to Michigan Standards

The College Board's redesigned SAT Suite of Assessments was designed to measure knowledge and skills that the best available evidence shows are essential for college and career readiness and success. The College Board has prepared a comparison of the elements measured by the SAT Suite of Assessments to the Michigan standards. The alignment has been reviewed with MDE, however a third-party review has not been completed at this time but is planned for 2016. The conclusion of the College Board and MDE is that the redesigned SAT Suite of Assessments aligns well with the Michigan standards. Both have been designed to promote in a clear and transparent way the goal of college and career readiness and success for all students, and both are grounded in high-quality evidence about essential postsecondary requirements.

[SAT Suite of Assessments: Alignment to Michigan Standards](#)



# General Instructional Strategies for Reading

- Require students to practice reading and analyzing extended passages of text at varied levels of text complexity.
- Use multiple reading passages to explore ideas in both fiction and nonfiction, giving students the opportunity to practice analysis and synthesis of texts.
- Include graphs, tables, and charts in reading assignments. The Reading Test includes two passages accompanied by one or two related informational graphics. Students will be asked to interpret graphics and make connections between graphics and passages.
- Ask students to investigate the way authors use word choice, structure, and other techniques to create a desired effect in both fiction and nonfiction passages.
- Direct students to analyze history and social studies passages from the U.S. Founding Documents and texts in the great global conversation.



# Skill-Building Strategies for Reading

- Students may be unaccustomed to the length and challenge of Reading Test passages. Assign a range of reading passages that includes some longer and more difficult selections, and provide students with needed scaffolding and support so that they can develop the needed independence in reading such pieces.

[Khan Academy Resources](#)

[Great Global Conversation Documents](#)

[SAT Reading Passages](#)

[Practice SAT Tests](#)

[New Yorker articles](#)

[The Economist articles](#)

[Stem Starters](#)

- To help students recognize how an author's selection of words and phrases shapes meaning, style, and tone, ask them to select a particularly meaningful or powerful word or phrase from a reading selection and substitute for it another word or phrase of similar meaning. Discuss how it is uncommon for two words or phrases to have exactly the same impact, nuance, or connotation even when they have similar dictionary definitions.

[Evaluating Author's Word Choice Lesson Plan](#)

[Impact of Word Choice on Meaning and Tone Lesson Plan](#)

[Resources to Teach Tone and Mood](#)

[NY Times Learning Network Lesson Plan: Right Word vs. Almost Right Word](#)

[Teaching Channel Video: Paint Chips/Vocabulary](#)

[Tone Activities](#)

[Style Analysis Mood](#)

- When reading literature passages, primary sources, or current event publications, ask students to use the SOAPStone method to analyze the text.

[SOAPStone Strategy](#)

[Combining TED Talks with SOAPStone](#)

[The Rhetorical Triangle and SOAPStone Analysis](#)

[SOAPStone Analysis](#)

- Ask students to write questions that investigate understanding of a lesson or unit. Questions should be at various levels: literal, interpretive, and universal questions that prompt deeper thinking. When students answer their peers' questions, require them to provide the evidence that supports their selection.

[QAR Questioning Lessons](#)

[QAR Resources](#)

[Using Bloom's in the Classroom](#)

- Ask students to identify similarities and differences in multiple passages. Have them create a Venn diagram or develop their own graphic organizers to organize their thoughts and facilitate synthesis and analysis of multiple texts.

[Marzano Strategies](#)

[Tools for Reading, Writing, and Thinking](#)

[Teaching Compare/Contrast with NY Times Learning Network](#)

- Ask students to locate and present additional texts that support an author's conclusion and to defend their choices by citing textual evidence from the additional texts.

[Odell Education Grade 9](#)

[Prove/Citation Scavenger Hunt Lesson Plan](#)

[Science: Claim-Evidence-Reasoning Resources](#)

[Textual Evidence](#)

# General Instructional Strategies for Writing and Language

- Instruct students to provide quotations from passages, data from graphs, tables or charts, or other relevant text as evidence to support conclusions in class discussions and on assignments.
- Teach students in all classes to practice writing and language analysis skills-effective language use, expression of ideas, and properly utilizing standard English conventions-to develop their analyses of social studies, science, and career-related passages.
- Practice revising and editing during class by asking students to refine their own work, as well as the work of their peers, to build analysis skills related to grammatical conventions, word choice, and sentence structure in extended contexts.
- Give students the opportunity to correct mistakes, both in carefully constructed errors you provide and in their own work.



# Skill-Building Strategies for Writing and Language

[Click Here for  
Language  
Progression  
Skills by Grade](#)

Teach students to use OPTIC to interpret informational graphics.

[Using OPTIC for Visual Analysis](#)

[Optic Strategy](#)

Ensure that students attend to both rhetorical aspects of texts (development, organization, language use) and mechanics (sentence structure, usage, punctuation, capitalization, spelling) as they comment on their classmates' writing. Use rubrics and checklists to remind students of important writing criteria.

[Descriptive Outlining](#)

[Georgetown University Writing Program: Resources for Grammar and Editing](#)

[National Writing Project: Peer Times Two](#)

[AP Language and Composition Terms](#)

[Walking Through Rhetorical Devices in Preparation for Writing video](#)

[Building a Toolbox for Rhetorical Analysis](#)

[Rhetorical Analysis in Three Easy Steps](#)

[Rhetorical Analysis Rap](#)

[Stem Starters for Quantitative Questions](#)

[9 - 10 Argument Writing Checklist](#)

[9 - 10 Literary Analysis Checklist](#)

[11 - 12 Argument Writing Checklist](#)

[11 - 12 Literary Analysis Checklist](#)

- Provide students with a reading passage containing several sentences in need of correction. After students make corrections, ask them to explain their reasoning. Students are thus simultaneously practicing using language conventions and supporting their answers with evidence.

[Paragraph Correction Worksheets](#)

[CCSS Editing/Revising Practice](#)

- Encourage students to attend to errors in the application of standard English conventions. Use released student essay samples from the College Board to practice analyzing text for strength or proposition, support, focus, and effective language use.

[Writing & Language: Standard English Conventions](#)

[SAT Sample Essay Prompt](#)

- Ask students to review text messages and then correct grammatically incomplete sentences, problems with end-of-sentence punctuation and punctuation within sentences, and cases of nonstandard expression (when words and phrases are used in a way not typical of standard written English) according to standard English conventions. Discuss how these changes influence the tone and meaning of the messages.

[NoRedInk Grammar Resources](#)

[Grammar Guides](#)

[Grammar Exercises](#)

[Grammar Wikispace for Language Standards in Grades 11-12](#)

- Familiarize students with the analysis of data, graphs, and charts in conjunction with text. Using the informational graphics in a textbook or periodical, provide students with inaccurate interpretations of data and ask them to correct the error(s). Have them explicitly describe the data they used to make each correction.

[Math Graph of the Week](#)

# General Instructional Strategies for the Essay

- Use the SAT Essay prompt as a foundation for frequent writing assignments in all content-area classes.
- Practice evaluating evidence for consistent and legitimate supporting arguments. Students must discern whether the evidence they use actually strengthens their argument.
- Revisit previous writing assignments periodically, and allow students to alter their evidence, their word choices, or otherwise edit their work to strengthen their skills.



# Skill-Building Strategies for the Essay

- Use the SAT Essay prompt with passages relevant to your curriculum, giving students the opportunity to analyze quality pieces of writing in the content area and to practice with the prompt.

[SAT Sample Essay Prompts](#)

[Redesigned SAT Essay](#)

[200 Prompts for Argumentative Writing](#)

[WriteWell SAT Writing Units](#)

*\*Grades 8-11 have on demand SAT writing units*

[SAT Prep Wikispace](#)

[Skills Practice: Using Logos, Pathos, and Ethos](#)

[Rhetorical Appeals Wikispace](#)

[Mining Potential of Argumentative Text](#)

[Pathos Ethos Logos Analysis](#)

[Argument Techniques Writers Use](#)

- To ensure that your students understand the difference between opinion, argument, and analysis, assign all three types of writing. Require students to use evidence to support their analyses of nonfiction documents. Remind them that the SAT Essay is interested in evidence-based claims, and not their personal opinions.

[Designing Science Inquiry: Claim/Evidence/Reasoning](#)

[Analytical Writing Resources](#)

[Teaching Argumentation](#)

[Argumentation Resources](#)

[Argument/Opinion Writing Samples](#)

- Students benefit from using a rubric to analyze their writing-rubrics provide a clear description of the skills, knowledge, and understandings they must demonstrate. Give students the opportunity to compare the rubric to their work, and to the writing of their peers, evaluating areas in which they met the standards of the rubric, and areas in which they need improvement.

[SAT Essay Scoring](#)

[Teaching Channel Video: Walking Through Rhetorical Devices](#)

[American Rhetoric Resources](#)

- Use the sample student essays from SAT to extend understanding of the prompt. Immerse students in the samples and get them to notice components and characteristics common to all, in addition to analyzing and identifying areas for improvement.

[SAT Sample Essay](#)



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