ENGLISH REGENTS $$$ **STUDY GUIDE** $$$



**TUESDAY, JUNE 2nd**

* ARRIVE: 7:55 A.M. – *NO LATER!!!*
* EXAM BEGINS: shortly after 8 a.m.
* TOTAL TIME TO FINISH: 3 HOURS
* **MATERIALS:** 2 pens, 2 different colored highlighters

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PART 1**

**Reading Comprehension**

**TASK:** Students will perform a close reading of the 3 separate texts (1 literature text, 1 poem, & 1 informational text) and answer a total of **24 total multiple‐choice critical-thinking text-based questions**.

**\*\*\*SUGGESTED TIME TO COMPLETE 🡪 45-60 MINUTES\*\*\***

* **STEPS/STRATEGIES FOR SUCCESS:**

**STEP #1:** **Immediately go to the multiple choice questions, read them over 2-3 times…circle questions that indicate line number(s) and/or sections of the passage within the actual question**

**STEP #2:** **Go to the passage, with your high-lighter, highlight the EXACT location of the questions you circled in step #1 (questions that indicate line number(s) and/or sections of the passage within the question) once you have highlighted the text, write down the question # next to the highlighted section of passage *AND* key words/terms within the actual question in the margin next to the line(s)**

**STEP #3:** **Read the passage straight through...DO NOT stop and try to answer the questions as you are reading the passage!!**

**STEP #4:** **After you have read the passage, go directly to the questions, but DO NOT begin answering the questions on the scantron answering sheet. Simply circle right on the actual exam/the question *YOUR INITIAL GUT, “ROUGH”, IMMEDIATE "WHAT YOU THINK IS THE RIGHT" ANSWER TO EACH QUESTION!!!!***

**STEP #5:** **Lastly, you are to go through the questions one-two more times, flipping back and forth between the questions and the passage and double-checking your initial gut “rough” answer, and then you are to document the best, most confident, accurate, final answer to each question on the scantron answering sheet.**

**PART 2**

**ARGUMENT-BASED essay**

**TASK:** Students will perform a close reading of 4 informational texts, 1 of which may be a graphic. Students are to read all 4 texts. Then, using evidence from at least **THREE** of the texts, write a well-developed argument arguing/advocating for one side of the topic/argument. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least **THREE** of the texts to develop your argument.

**\*\*\*SUGGESTED TIME TO COMPLETE 🡪 80-100 MINUTES\*\*\***

**PART 2 ESSAY BREAKDOWN CHEAT SHEET**

**Introduction:**

1. **Define/set up the issue (DO NOT state your side yet!!!!)**
2. **State both sides of the issue**
3. **2 part Claim Statement = your side of the topic you will argue for + how you will prove your side (\*setup topic/focus of refutation #1, #2, & #3)**

**Body Paragraph #1 - *Opposing* Side or Concession (*tip your hat!):***

**\*\*\*Use 1 of the 4 Texts!\*\*\***

1. **Transition, Topic Sentence (setup point you will discuss for other side in paragraph)**

1. **Textual evidence for opposing side**—**direct quote or paraphrase—properly referenced/cited - text # & line #**
2. **2-3 sentences of Commentaries/Statement of Support:**

* **What does the evidence show/mean/reveal?**
* **WHY, WHY, WHY does the evidence support the opposing side?**

**Body Paragraph #2 - *YOUR SIDE*/Refutation #1:**

**\*\*\*Use a 2nd of the 4 Texts!!\*\*\***

1. **Transition, Topic Sentence** (setup refutation point/topic for your side you will discuss in the paragraph)

1. **Textual evidence for YOUR side**—**direct** **quote or paraphrase—properly referenced/cited - text # & line #**
2. **2-3 sentences of Commentaries/Statements of support:**
* **What does the evidence show/mean/reveal?**
* **$$$ - WHY, WHY, WHY does the evidence prove/support your side????**

**Body Paragraph #3 -*YOUR SIDE*/Refutation #2:**

**\*\*\*Use a 3rd of the 4 Texts!!\*\*\***

1. **Transition, Topic Sentence** (setup refutation point/topic for your side you will discuss in the paragraph)

1. **Textual evidence for YOUR side**—**direct** **quote or paraphrase—properly referenced/cited - text # & line #**
2. **2-3 sentences of Commentaries/Statements of support:**
* **What does the evidence show/mean/reveal?**
* **$$$ - WHY, WHY, WHY does the evidence prove/support your side????**

**Body Paragraph #4 -*YOUR SIDE*/Refutation #3:**

**\*\*\*Use a text you’ve already used *OR* use 4th text!!!!\*\*\***

1. **Transition, Topic Sentence** (setup refutation point/topic for your side you will discuss in the paragraph)

1. **Textual evidence for YOUR side**—**direct** **quote or paraphrase—properly referenced/cited - text # & line #**
2. **2-3 sentences of Commentaries/Statements of support:**
* **What does the evidence show/mean/reveal?**
* **$$$ - WHY, WHY, WHY does the evidence prove/support your side????**

 **CONCLUSION:**

1. **RE-STATE** your claim statement
2. **RE-CAP** main points (all 3 refutation points)
3. **RE-LATE** topic/issue to life, humanity, past, present, future, etc.

**OTHER IMPORTANT THINGS TO REMEMBER:**

* keep track of texts used!
* make sure you clearly take a side!!
* **Make sure you use AT LEAST 3 of 4 texts!!!!** If there is time, use all 4 texts & **do the 3rd refutation paragraph!!!!!**
* **Any essay that does not use/cite at least 3 of the texts will be dropped to a 3/6 on the rubric!!!!!!**
* Correctly cite the text each time you bring forth a piece of evidence!!!!! ***If not, your essay will be counted as plagiarized and you will earn a big fat 0 for part 2!!!!***

**PART 3**

**TEXT-ANYLSIS RESPONSE**

**TASK:** Students will perform a close reading of the text and write a developed response (**2-3 developed chunks**) that identifies a central idea in the text *and* analyzes how the author’s use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea.

**\*\*\*SUGGESTED TIME TO COMPLETE 🡪 40-50 MINUTES\*\*\***

**PART 3 ESSAY BREAKDOWN CHEAT SHEET**

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| --- |
| **INTRODUCTION:****2 part Claim Statement =*** **Sentence #1:**

 🡪 setup author, "title" of passage 🡪 identify the central idea of the passage* **Sentence #2:**

 🡪 setup writing strategy you will be focusing on to develop the central idea  |

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| --- |
| **1 BODY PARAGRAPH = 3 SEPARATE DEVELOPED CHUNKS****For EACH of your 3 chunks (1 BODY PARAGRAPH!!!!!!), you are to:**1. **Use an appropriate/logical TRANSITION, then setup the evidence/direct quote from the text**
2. **Thoroughly explain how the evidence develops the central idea through**

**2-3 sentences of commentary (in order):*** **What does the evidence mean/show/reveal?**
* **$$$ - *WHY, WHY, WHY* does the writing strategy within the evidence/quote develop the central idea of the passage????**
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| --- |
| **CONCLUSION:**1. **RE-STATE** your claim statement
2. **RE-CAP** main points (points you proved/developed in your 3 chunks)
3. **RE-LATE** central idea/the passage/author to life, humanity, history, past, present, future etc., etc. (NO “I”!!!!)
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**OTHER IMPORTANT THINGS TO REMEMBER:**

* Central idea must be **focused**, **“microscopic”, yet “THOROUGH”!**
* Select only **1** writing strategy to focus on to develop the central idea of the passage!!
* **MUST** have **at least** **2 chunks**, yet if time, ***CONSTRUCT A 3rd CHUNK***!!!!