

NAME _____

DATE _____

REGENTS EXAM STUDY GUIDE

Whoa!

Part 1 – Listening

- * Eight MCQs

Part 2 – Reading Comprehension

- * Passage A: Six MCQs
- * Passage B: Six MCQs

Part 3 – Short Response & MCQs

- * Rd. Passages 1 and 2
- * Five Multiple Choice Questions
- * Response 1: Controlling Idea Analysis
- * Response 2: Literary Element Analysis

Part 4 – Critical Lens Essay



Exam Date and Time:

GOAL: 90 % OR ABOVE

Essay/Response Grading Criteria

1. Meaning
2. Development
3. Organization
4. Language Use & Sentence Structure
5. Conventions

Part 1: Listening Section

Yes!

Tips:

- Listen!
- Visualize the passage
- Passage will be read twice; take notes both times
 - get as much written down as you possibly can!
 - pay specific attention to lists
 - you will be able to read the MCQ's before the second reading
 - questions: inference, theme or main idea, quotation analysis, writing techniques and strategies (see Appendix A)
 - abbreviate
 - take your time & answer the multiple choice questions
CORRECTLY
 - relax & breathe



Part 2: Reading Comprehension

Tips:

- * Read Passages A and Passage B
- * Read over MCQs first (will give you a feel for the passage; for what you are looking)
 - * Order: Passage A followed by 6 MCQs; Passage B followed by 6 MCQs
- * As you are reading, annotate information that relates to the MCQs
- * Do not answer the MCQ until you find the answer or the line (will give you a specific line #)
- * Questions will relate to the following:
 - vocabulary, inference, literary devices, main idea, writing techniques and strategies, purpose of words and phrases (see Appendix B)

Part 3: Literary Analysis

Tips:

- * Read over MCQs first (will give you a feel for the passage; for what you are looking)
 - * Order: Passages 1 & 2 followed by 5 MCQs
- * As you are reading, annotate information that relates to the MCQs

- * Do not answer the MCQ until you find the answer or refer to the line (the MCQs will guide you)
- * Questions will relate to the following:
 - literary techniques, inference, theme, quotation analysis, writing techniques and strategies, purpose of words and phrases (see Appendix C)

Short Responses: Based on Passages 1 and 2

Controlling Idea Response:

- * Directions: Write a well-developed paragraph in which you use ideas from both passages to establish a controlling idea about [a given topic]. Develop your controlling idea using specific examples and details from each passage (see Appendix D).

Tip:

- * Make sure you understand what the topic is (in directions)
 - read poem and story carefully (take notes and underline)
 - create a t-chart – how the two are different or similar
 - determine what the two authors are saying about the topic in the task
- ** The Controlling Idea: what each author is revealing about the topic (i.e. Both authors reveal _____ about the topic (nature, for example))

Organization:

- * Short Response: do not write an intro
- * Topic sentence: Lead with main argument (controlling idea - what each author is revealing about the topic)
 - * Discuss the author of passage 1 first
 - * Explain what author is revealing about topic
 - * Quote information that relates to the author's perspective
 - * Relate the quote to the topic sentence (controlling idea)
 - * Discuss the author of passage 2 second
 - * Explain what author is revealing about topic
 - * Quote information that relates to the author's



- perspective
- * Relate the quote to the topic sentence (controlling idea)
 - * Close the paragraph (one sentence reminding reading what controlling idea is)

Important Note: make sure you provide enough information and context so that your reader knows about what you are writing.

GRADING CRITERIA

Score Point 2

- presents a well-developed paragraph
- demonstrates a basic understanding of the texts
- establishes an appropriate controlling idea
- supports the controlling idea with clear and appropriate details from both texts
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- has a controlling idea

or

- implies a controlling idea

or

- has an unclear controlling idea

AND

- supports the controlling idea with partial and/or overly general information from the texts
- uses language that may be imprecise or inappropriate
- exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/texts, or blank
- demonstrates no understanding of the task/texts
 - is a personal response



Literary Element Response:

- * Directions: Choose a specific literary element (e.g., theme, characterization, structure, point of view, etc.) or literary technique (e.g., symbolism, irony, figurative language, etc.) used by ONE of the authors. Using specific details from that passage, in a well-developed paragraph, show how the author uses that element or technique to develop the passage (see Appendix E).

Tips:

- * Study literary terms (see Appendix F)!
- * As you are reading the passages, underline literary devices (annotate - take notes)

- * Choose ONE literary device from ONE of the passages
- * Remember, development is significant; therefore, choose a device that you believe will enable you to develop your discussion (figurative language: can discuss metaphor, personification, etc.)

Organization:

- * Short Response: do not write an intro
- * Topic sentence: Lead with main argument (literary element; how it helps develop the passage)
 - * Discuss how the author uses the literary device
 - * Provide as many examples as possible of the device
 - * Quote examples
 - * Explain the meaning of the examples (i.e. This metaphor means)
 - * Explain how the device & examples contribute to the meaning of the passage

GRADING CRITERIA

Score Point 2

- presents a well-developed paragraph
- provides an appropriate explanation of the literary element or technique chosen
- supports the explanation with clear and appropriate evidence from the text
- uses language that is appropriate
- may exhibit errors in conventions that do not hinder comprehension

Score Point 1

- provides an explanation of the literary element or technique
 - or
 - implies an explanation of the literary element or technique
 - or
 - has an unclear explanation of the literary element or technique
- AND
- supports the explanation with partial and/or overly general information from the text
 - uses language that may be imprecise or inappropriate
 - exhibits errors in conventions that may hinder comprehension

Score Point 0

- is off topic, incoherent, a copy of the task/text, or blank
- demonstrates no understanding of the task/text
- is a personal response



Part 4: Critical Lens (Yes!)

- Study authors and titles (see Appendix G)
- Study literary terms and rhetorical devices

- Thoroughly study at least 4 works of literature (those with which you feel the most comfortable – make sure you can discuss two literary terms per work – provide examples, explain significance)
- Analyze the works of literature from the perspective of the quotation
- Dissect the quotation piece by piece
- Remember, proving the quote true OR false is primary; literary devices are secondary –
- Use the literary devices in your discussion smoothly, naturally

Organization:

Intro:

- Use various intro strategies discussed in class: pathos, ethos, logos
 - Careful with using anecdotes
 - Interpret the quotation
 - Agree or disagree with it (the easier of the two)
 - Thesis Statement: authors and titles – whether or not the works prove or refute the quote (incorporate interpretation of quote)

Body Paragraphs:

- ** you may write one paragraph per work, or you may organize your paragraphs by topic (according to the quote)
- ** discuss one work at a time (regardless of which method of organization on which you choose to rely)
- Topic sentence (lead w/ argument about quote and literature)
 - * Explain how the work proves or refutes the quote overall by discussing major events in the story
 - * Borrow words and phrases from the quote and use them to analyze the literature
 - * As you explain the relationship between the quote and the work, incorporate literary devices into your discussion (i.e. irony, characterization, setting, symbolism, motif, theme, symbolic landscape, paradox etc.)
 - * Do the same thing for the 2nd work of literature
- Conclusion: reflect on the topic/quote (i.e. nature); do not discuss literary devices.
- Review conclusion strategies

General Tips:

1. Make sure you document your MC answers on the answer sheet
2. Make sure you read your writing over several time (EDIT, MY FRIENDS): commas, semicolons, colons, fragments, run-ons, capitalization, language use etc.
3. Make sure you analyze two works for the Critical Lens
4. Punctuate titles correctly (full-length work=underline; poem or short story = quotes)
5. DEVELOP LIKE YOU HAVE NEVER DEVELOPED BEFORE (FILL THE BOOKLET!!!)
6. Use MCQ Strategies: bulls-eye approach, poe, etc.

*STUDY LITERARY ELEMENTS AND TECHNIQUES

**STUDY AUTHORS AND TITLES

***STUDY OUTLINES

****STUDY THIS PACKET

*****LOOK OVER OLD ESSAYS & Well-Developed Paragraphs

***** Study Grammar and Usage

***** Study Works of Literature & Authors' Techniques

The night before and morning of:

1. Arrive early (in the auditorium)
2. Sit w/ your class
3. Bring a pen and pencil
4. Bring a highlighter
5. Leave expensive items/cell phones at home
6. Get at least 8 hours of sleep
7. Eat a healthy dinner
8. Eat a healthy breakfast (eat, I tell yah!)
9. Don't forget to wear your shirt!!!!



GOOD LUCK!!!!!!!!!!!!

Appendix A

Part 1

Multiple-Choice Questions

Directions (1–8): Use your notes to answer the following questions about the passage read to you. Select the best suggested answer to each question and write its number on the answer sheet.

- 1 The description of Thomas Edison “shuffling about his laboratory” with “stains and chemical burns on his wrinkled clothing” provides
 - (1) a contrast to his accomplishments
 - (2) an indication of his suffering
 - (3) an acknowledgment of his wealth
 - (4) a reminder of his authority
- 2 According to the speaker, because of Thomas Edison’s many inventions he can be credited with
 - (1) increasing social awareness
 - (2) improving living conditions
 - (3) encouraging international cooperation
 - (4) reducing corporate influence
- 3 The speaker suggests that Thomas Edison’s “knack for motivating others” probably led to his use of
 - (1) long-range planning
 - (2) a board of directors
 - (3) blueprint analysis process
 - (4) a team of experts
- 4 Which statement clarifies the perspective of the speaker?
 - (1) “‘Mom’ was his wife, my mother.”
 - (2) “he patented a record 1093 inventions in his lifetime”
 - (3) “His successes are well known.”
 - (4) “he never hesitated out of fear of failure”
- 5 Thomas Edison’s practical nature is reflected in his attitude toward
 - (1) money
 - (2) travel
 - (3) family
 - (4) politics
- 6 Thomas Edison’s remark that “a man who has to shout can never tell a lie” emphasizes his
 - (1) patience
 - (2) pride
 - (3) wit
 - (4) envy
- 7 One conclusion about Thomas Edison that can be made from this account is that he
 - (1) viewed his talent as genius
 - (2) acknowledged his setbacks as adverse
 - (3) considered his deafness as an asset
 - (4) regarded his education as inadequate
- 8 The tone of the account could be best described as
 - (1) philosophical
 - (2) argumentative
 - (3) inquisitive
 - (4) complimentary

Appendix B

- | | |
|--|---|
| <p>9 The simile in line 1 describes Greg as a person who</p> <ul style="list-style-type: none"> (1) has mood swings (2) never gives up (3) has few expectations (4) never calms down <p>10 The use of dashes in the first sentence emphasizes the</p> <ul style="list-style-type: none"> (1) importance of setting (2) role of the narrator (3) use of flashback (4) contrast in characterization <p>11 The purpose of the description found in lines 7 through 10 is to</p> <ul style="list-style-type: none"> (1) explain Maeve's feelings (2) introduce Greg's attitude (3) reflect national pride (4) encourage family outings | <p>12 The water jug (line 42) becomes a symbol of</p> <ul style="list-style-type: none"> (1) differing perspectives (2) failing relationships (3) deteriorating environments (4) varying lifestyles <p>13 Maeve's trying to "make friends with a fun time" (line 48) reveals her desire to be more</p> <ul style="list-style-type: none"> (1) assertive (2) positive (3) productive (4) creative <p>14 The phrase "What was that?" (line 51) suggests Maeve is</p> <ul style="list-style-type: none"> (1) becoming more like others (2) awaiting new experiences (3) being influenced by friends (4) returning to former feelings |
|--|---|

Appendix C

Multiple-Choice Questions

Directions (21–25): Select the best suggested answer to each question and write its number on the answer sheet.

Passage I (the poem) — Questions 21–23 refer to Passage I.

- 21 The phrase "And whatever enters, remains" (line 8) reveals Mrs. Caldera to be someone who
- (1) keeps promises
 - (2) demands attention
 - (3) saves things
 - (4) dominates others
- 22 The description of Mrs. Caldera's cookie baking suggests that she is
- (1) bitter over her children leaving home
 - (2) grateful to escape reality
 - (3) regretful over past mistakes
 - (4) content with the life she's lived
- 23 The form of the poem can best be described as
- (1) sonnet
 - (2) free verse
 - (3) elegy
 - (4) dramatic monologue

Passage II (the essay excerpt) — Questions 24–25 refer to Passage II.

- 24 By calling the noises from his new watch "hordes of digital beeps" (line 10) the author reveals that he feels
- (1) threatened
 - (2) emotional
 - (3) clumsy
 - (4) motivated
- 25 The term "afterlife" (line 12) most likely refers to
- (1) expectations
 - (2) remedies
 - (3) beliefs
 - (4) memories

Appendix D

Anchor Paper – Question 26 – Level 2 – A

All people must face the inevitable process of growing older, which sometimes leads to feelings of helplessness and apathy and a loss of enthusiasm about life. In both Passage I, an excerpt from a short story; and Passage II, a poem; characters must face the process of aging and the feelings that come with it. In Passage I, the narrator expresses the disappointment and cynicism that he has developed as he has grown older. He discusses adversities which he has faced, such as "the perfidy of friends and the ~~unpleasant~~ trickery of the flesh, lost frontiers, ... the death of dreams, solitude, pain..." He mourns loved ones, stating, "every loss is a tear in the heart's tender flesh," ~~at the loss of a loved one~~. The dog in Passage II has also lost the enthusiasm and excitement of youth. He is shown to be quite apathetic. No longer as playful as a young puppy, when his owner attempts to "toss his ragged stuffed lion," the dog will "seem to want to say 'you don't have to play with me. I'm fine' ~~and~~ then mosey over, and take the toy back to his spot." Each of these passages demonstrate the loss of enthusiasm and the disappointment that often come with aging.

Appendix E

Anchor Paper – Question 27 – Level 2 – B

In passage I, the author uses the literary element of setting to develop her passage and set the tone. In the passage, the author describes the setting of where the narrator is in or to present the loneliness and isolation that they are facing. For example, the author states "the lights have been turned off in my shop... and my people have gone out into the dusk." This describes the loneliness of the narrator as everyone that he has know has deserted him and gone into the "dusk." Another example is when the narrator states, "I would rather stand, well hidden ~~near~~^{by} the draperies, at an enormous window which fronts the sidewalk and the streets... no one goes by... the traffic becomes a flutter." This ~~power~~ example shows how the author conveys the narrators isolation by isolating him from other people.

Appendix F

Titles and Authors of Works

The Pearl by John Steinbeck
Of Mice and Men by John Steinbeck
Romeo and Juliet by William Shakespeare
Macbeth by William Shakespeare
To Kill a Mockingbird by Harper Lee
Crime and Punishment by Fyodor Dostoevsky
Anthem by Ayn Rand
A Streetcar Named Desire by Tennessee Williams
A Tale of Two Cities by Charles Dickens
1984 by George Orwell
Catcher in the Rye by J.D. Salinger
A Separate Peace by John Knowles
Lord of the Flies by William Golding
Into the Wild by John Krakauer
One Flew over the Cuckoo's Nest by Ken Kesey (the novel)
The Alchemist by Paulo Coelho
The Stranger by Albert Camus
Doubt by John Patrick Shanley
The Crucible by Arthur Miller
The Scarlet Letter by Nathaniel Hawthorne
The Great Gatsby by F. Scott Fitzgerald
The Shawshank Redemption by Stephen King
Ethan Frome by Edith Wharton
Fences by August Wilson
The Adventures of Huckleberry Finn by Mark Twain

Helpful Tips:

1. Underline full-length works
2. Novella: a short work
3. Playwright: author of a play
4. Know characters' names, significant events, important themes & other literary elements to which you can refer