ELA REGENTS SURVIVAL GUIDE

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Multiple-Choice

What are you being tested on?

- Part 1:
  - Listening: 8 questions
- Part 2:
  - Fiction: 6 questions
  - Non-Fiction: 6 questions
- Part 3:
  - Two literary passages linked by a controlling idea: 5 questions
  - These are the ones that you use for Questions 26 and 27

Tips and Tricks for Multiple-Choice:

- Before Reading:
  - Read the multiple-choice questions first.
  - Annotate the questions:
    - Highlight or underline key phrases, quotes, and line numbers. This will help you decide what the question is asking you to do.
    - If the question refers to a specific line, go to the line in the reading and put the question number next to it. This will help focus the reading of the passage and save time later when you are answering the questions.
    - If the question refers to a specific word or phrase in the passage, go back to the reading and highlight it.
    - For ELL students: if there is a word in the question that you don’t know, look it up and write the definition above the word.

- During Reading:
  - Take notes in the margins about key details. When in doubt, summarize in the margins. This will help you stay focused on the less interesting passages and puzzle through the difficult ones.

- After Reading:
  - If the question refers to a specific part of the passage, go back and re-read before answering.
  - If you have to guess, try to narrow down the choices. Cross out the wrong answers.
  - When in doubt… go with your gut. Your first instinct is usually right.
  - Don’t leave anything blank… ever.
Overview of Controlling Idea: Question 26

**Question 26**

Write a well-developed paragraph in which you use ideas from both passages to establish a controlling idea about________. Develop your controlling idea using specific examples and details from each passage.

1. What are the directions for Question 26 asking you to do?
   a. Establish a clear message about the controlling idea
   b. Connect BOTH passages to the controlling idea
   c. Provide examples from both passages
   d. Connect those examples back to the message about the controlling idea

2. How many points is Question 26 worth on the Regents? ____2____

3. What do you need to do to get a perfect score on Question 26?
   a. You need to write a well-developed paragraph that is at least five sentences long
   b. You need to be really clear about the message regarding the controlling idea
   c. You need to provide at least one example from each passage
   d. You need to explicitly connect the examples back to the message regarding the controlling idea

Other Advice (yes you should take notes) ☺
Rubric for Question 26

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

“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”
**Question 26 - Frame Paragraph**

Write a well-developed paragraph in which you use ideas from both passages to establish a controlling idea about _______________. Develop your controlling idea using specific examples and details from each passage.

Both _______________ and _______________ establish a controlling idea about _______________. The author _______________ in Passage I discusses _______________ when he/she writes _______________.

__________ Quote from text that supports the controlling idea in Passage I. Here the author wants the reader to know _______________. What does the author want you to know about the controlling idea?

The author _______________ in Passage II discusses _______________ when he/she writes _______________.

__________ Quote from text that supports the controlling idea in Passage II. This quote reveals that _______________. What does the author want you to know about the controlling idea?

As you can see in the examples the controlling idea of _______________ is clearly illustrated in both passages.
Sentence by Sentence: Question 26

Write a well-developed paragraph in which you use ideas from both passages to establish a controlling idea about the importance of ______. Develop your controlling idea using specific examples and details from each passage.

Sentence 1: Thesis
You must include: Titles of both passages, authors of each passage, controlling idea, What does each passage say about the controlling idea?
You need to be specific:
- Do not say something like: “Both passages talk about the controlling idea.”
* Note: If you use theme it makes you look extra smart.

Sentence 2: Example from Passage I
You must include: the controlling idea and a quote from Passage I.
* Note: If you cannot find a quote... use a plot point instead.

Sentence 3: How does your first example relate to the controlling idea?
You must include: the name of the controlling idea and what this example reveals about the controlling idea.

Optional: You may include a second example and explanation.

Sentence 4: Second Passage
You must include: the controlling idea and a quote from Passage II.
* Note: If you cannot find a quote... use a plot point instead.

Sentence 5: How does your second example relate to the controlling idea?
You must include: the name of the controlling idea and what this example reveals about the controlling idea.

Optional: You may include a second example and explanation.

Concluding Statement: Synthesis – What does each passage say about the controlling idea?
You must include: the controlling idea, how all of your examples relate to the message regarding the controlling idea, and Passages I and II.
Overview of Literary Device Analysis: Question 27

**Question 27**

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 either Passage I or Passage II, in a well-developed paragraph, show how the author uses that element or technique to develop the passage.

1. What are the directions for Question 27 asking you to do?
   a. Write a well-developed paragraph (at least five sentences)
   b. Talk about ONE passage
   c. Talk about how the author uses ONE literary device. The easiest ones are characterization and conflict.
   d. Provide examples and explain those examples

2. How many points is Question 27 worth on the Regents? 2

3. What do you need to do to get a perfect score on Question 27?
   a. You need to write a well-developed paragraph that is at least five sentences long
   b. You need to discuss how the author uses one literary device in his or her writing. (Your thesis)
   c. You need to provide at least two examples
   d. You need to explain how the author uses the literary device in each example and link your explanation back to your thesis

Other Advice (yes you should take notes) 😊

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Rubric for Question 27

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

Note: Since the question specifies choosing one of the authors, if the student responds using both passages, score the portion of the response that would give the student the higher score.
Question 27 - Frame Paragraph

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 the passage, in a well-developed paragraph, show how the author uses that element or technique to develop the passage.

__________ uses ________ to show ________.

One example of where the author uses ________ is, “__________.”

This quote clearly conveys ________.

Another example of ________ is, “__________.” Here, the author uses ________ to ________.

One final instance of ________ is “__________.” By using ________ the author of ________ is able to explicitly make his/her point about the passage as a whole.

What do all of these examples show us about the passage?
Sentence by Sentence: Question 27

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 the passage, in a well-developed paragraph, show how the author uses that element or technique to develop the passage.

Sentence 1: Thesis
You must include: Title, author, literary device, what does this literary device reveal about the passage?
You need to be specific:
- Do not say something like: The author uses characterization to show a lot about the characters in the passage.
- Instead say something like: “Edgar Allan Poe characterizes Death in ‘The Masque of the Red Death’ as both a disease and a stealthy character to emphasize that it is an inescapable force.”
Note: If you use characterization… talk about one character.

Sentence 2: First Example
You must include: the name of the literary device and a quote from the text.

Sentence 3: How does your first example relate to your thesis?
You must include: the name of the literary device and how this example relates to your thesis.

Sentence 4: Second Example
You must include: the name of the literary device and a quote from the text.

Sentence 5: How does your second example relate to your thesis?
You must include: the name of the literary device and how this example relates to your thesis.

Optional: Sentence 6: Third Example
You must include: the name of the literary device and a quote from the text.

Concluding Statement: Synthesis - How do all of your examples relate to your thesis?
You must include: the name of the literary device and how all of your examples relate to your thesis.
Overview of the Critical Lens Essay

1. What are the directions for the Critical Lens asking you to do?
   a. Write an essay
   b. Interpret and apply a Critical Lens to TWO things that you have read – poems, short stories, plays, novels
   c. Provide examples and link those examples back to the Critical Lens
   d. Discuss how at least one author uses literary devices in his or her writing (easy ones are protagonist, antagonist, characterization, and conflict)

2. How many points is Question 27 worth on the Regents? __6____

3. What do you need to do to get a perfect score on the Critical Lens?
   a. You need to have a clear interpretation of the quote
   b. You need to connect the two books to the Critical Lens in an explicit and meaningful way
   c. You need to provide at least two examples from each text and relate those examples back to the Critical Lens in a meaningful way
   d. You need to use at least one literary device as a part of your analysis of each text in a significant way

Other Advice (yes you should take notes) 😊
### Rubric for the Critical Lens Essay

**SESSION TWO - PART B - SCORING RUBRIC**

<table>
<thead>
<tr>
<th>Quality</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Response at this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Writing for Critical Analysis</td>
<td>- Provide a clear and specific interpretation of the critical lens, focusing on the chosen texts and the criteria chosen for analysis.</td>
<td>- Use the criteria to make analytical judgments about the texts.</td>
<td>- Use the criteria to make analytical judgments about the texts, including evidence and analysis of the chosen texts.</td>
<td>- Use the criteria to make analytical judgments about the texts, including evidence and analysis of the chosen texts.</td>
<td>- Maintain focus and exhibit an appropriate use of critical lens, maintaining an appropriate structure and organization.</td>
<td>- Demonstrate control of the conventions, with an effective use of words, conventions, and sentence structure.</td>
<td>- Organize and develop the response, exhibiting an effective use of words, conventions, and sentence structure.</td>
</tr>
<tr>
<td>Rereading and Writing for Critical Analysis</td>
<td>- Maintain focus and exhibit an appropriate use of critical lens, maintaining an appropriate structure and organization.</td>
<td>- Use the criteria to make analytical judgments about the texts, including evidence and analysis of the chosen texts.</td>
<td>- Use the criteria to make analytical judgments about the texts, including evidence and analysis of the chosen texts.</td>
<td>- Use the criteria to make analytical judgments about the texts, including evidence and analysis of the chosen texts.</td>
<td>- Demonstrate control of the conventions, with an effective use of words, conventions, and sentence structure.</td>
<td>- Organize and develop the response, exhibiting an effective use of words, conventions, and sentence structure.</td>
<td></td>
</tr>
</tbody>
</table>

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1. If the student addresses only one text, the response can be scored no higher than 2.
2. If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than 1.
3. A response briefly copied from the text(s) with no original student writing should be scored 0.
Sentence by Sentence: Critical Lens Essay

Structure your whole essay like this:

Paragraph 1: Introduction - Critical Lens, agree/disagree, two books
Paragraph 2: Write about how one book connects to the Critical Lens
Paragraph 3: Write about how a second book connects to the Critical Lens
Paragraph 4: Conclusion - Critical Lens, agree/disagree, review the two books and how they connect to the quote

Paragraph 1: Introduction
Sentence 1: Quote: ______ once said, "...
Sentence 2: Write the quote in your own words.
Sentence 3: Agree OR disagree with the Critical Lens.
Sentence 4: Name two books that you would use to connect to the Critical Lens.
Sentence 5-6: How would you use those two books to connect to the Critical Lens?

Paragraph 2: Book 1
Sentence 1: Connect the first book you want to talk about to the Critical Lens.
   * Try to use a literary device here (character, protagonist, antagonist)
Sentence 2: Write down one example from the book that relates to the Critical Lens.
Sentence 3: Connect your example to the Critical Lens.
Sentence 4: Write down a second example from the book that relates to the Critical Lens.
Sentence 5: Connect your example to the Critical Lens.
Sentence 6: Connect all of your examples back to the Critical Lens.

Paragraph 3: Book 2
Sentence 1: Connect the second book you want to talk about to the Critical Lens.
   * Try to use a literary device here (character, protagonist, antagonist)
Sentence 2: Write down one example from the book that relates to the Critical Lens.
Sentence 3: Connect your example to the Critical Lens.
Sentence 4: Write down a second example from the book that relates to the Critical Lens.
Sentence 5: Connect your example to the Critical Lens.
Sentence 6: Connect all of your examples back to the Critical Lens.

Paragraph 4: Conclusion
Sentence 1: Therefore, _________ was correct when he/she said "...
Sentence 2: Both _________ and _________ clearly illustrate that... (put the quote in your own words)
Sentence 3-4: How do both books connect to the quote?