

Instructional Strategies for the SAT

Strategy	Applying in class?	Comments & Notes
Analyze Primary Sources and US Founding Documents	<input type="checkbox"/>	Helps prepare students for the rigors of making meaning from challenging, often abstract texts on serious topics such as rights, duties, and freedoms
Use of multiple reading passages in both nonfiction and fiction	<input type="checkbox"/>	Helps students to explore ideas with opportunities for analysis and synthesis of texts
Use of graphs, tables, and charts in reading assignments	<input type="checkbox"/>	The SAT will include two passages accompanied by one or two related informational graphics. Students will be asked to interpret graphics and make connections between graphics and passages
Investigate the way authors use word choice, structure, and other techniques	<input type="checkbox"/>	Practice with both fiction and nonfiction
Build Stamina with longer and challenge text passages	<input type="checkbox"/>	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
Recognize meaning, style and tone in text passages	<input type="checkbox"/>	Ask them to select a particularly meaningful or powerful word or phrase from a reading selection and then substitute 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.
Ask students to identify the Speaker, Occasion, Audience, Purpose, Subject, and Tone in passages, primary sources, or current events.	<input type="checkbox"/>	Deepen their understanding of both content and meaning by comparing these elements across several documents focused on a similar theme or topic
Encourage students to ask lots of questions when reading, writing, and discussing.	<input type="checkbox"/>	Questions should be at various levels: literal, interpretive, and universal questions that promote deeper thinking. Students will practice identifying meaningful and relevant information in order to create high-quality questions for their peers to answer. When students answer their peers' questions, require them to provide the evidence that supports their selection.

Make comparisons in order to identify similarities and differences in multiple passages.	<input type="checkbox"/>	Create a Venn diagram or develop their own graphic organizers to organize their thoughts and facilitate synthesis and analysis of multiple texts.
Cite textual evidence to support claims and/or author's conclusion.	<input type="checkbox"/>	Allows students to practice both synthesizing and supporting their ideas with evidence
Teach students to use OPTIC to interpret informational graphics	<input type="checkbox"/>	<p>O – write <u>O</u>verview notes about the graphic</p> <p>P – zoom in on the <u>P</u>arts of the visual and describe important details</p> <p>T – highlight the words of the <u>T</u>itle</p> <p>I – identify <u>I</u>nterrelationships among elements of the graphic</p> <p>C – draw <u>C</u>onclusions about the graphic as a whole</p>
Practice editing and peer editing. Use rubrics and checklists for criteria and understanding	<input type="checkbox"/>	Provide students with a reading passage containing several sentences in need of correction. Ask students to improve the sentences, focusing their attention on the context of the error, its effect on the sentence, and the meaning of the sentence within the passage