

McDougal Littell Language of Literature @2000 and SAT9, Grades 9-11

Testing Vocabulary, SAT9 Objectives, and Classroom Activities

This document is intended to provide:

- an overview of special testing vocabulary;
- information about the content clusters/objectives of the *Stanford Achievement Test, Ninth Edition (SAT9)* and samples of test question format;
- formats suitable for classroom practice with teacher modeling.

It is supported by the documents,
"McDougal Littell *The Language of Literature* correlated
to the Stanford Achievement Test"
"*The Writer's Craft* correlated to the Stanford Achievement Test"

What Special Testing Vocabulary Should Students Know?

As with all tests, there is some testing vocabulary that students should know. A careful analysis has been done of the language used in testing. From this analysis, a list of words has been developed that teachers may want to review with students. Consider making them part of daily instruction through word walls, word-of-the-day activities, etc. The "Special Testing Vocabulary" is listed below.

Accurate	Article	Assumes
Author's purpose/attitude	Capitalization	Chart
Classified/classification	Combined	Compare/contrast
Conclude	Conflict	Consist mostly of...
Correct	Draw conclusions	Described
Determine	Dialogue	Essay
Events	Except	Fiction
Identify	Interpret	Literary device
Main idea	Mistake	Mood
Multiple meaning	Notice (as in adver.)	Occur
Opinion	Organization(al)	Outline
Paragraph	Passage	Pattern
Phrase	Plot	Prefix
Predicting outcomes	Proofread	Prior knowledge
Punctuation	Purpose	Quotation marks
Refers (to)/referred (to)	Section	Sentence structure
Sequence	Setting	Strategy
Suffix	Summarize	
Support (facts to support a conclusion)		Theme

Title

Topic sentence

Underlined

Viewpoint

Word Usage

Objectives measured by SAT9 Subtests in Reading Vocabulary, Reading Comprehension, Spelling, and Language

This section provides a listing of content clusters and objectives along with the number of items used to assess each content cluster or objective. A few sample items are also included to illustrate item formats. As a caution, the items are not intended to illustrate the test content. For more detailed information on each content cluster or objective, consult the *Guide for Classroom Planning* (Harcourt Brace, 1997).

READING VOCABULARY

For instructional material and student practice exercises, see:

McDougal Littell

Language of Literature ©2000:

- Pupil Edition
 - Words to Know—in literature selections and Choices and Challenges
 - Building Vocabulary—strategy lessons
 - Vocabulary in Action—Assessment Practice
- Teacher Edition
 - Mini-lessons
- Teacher's Resource Package
 - Formal Assessment—Standardized Test Practice
 - Unit Resource Book—Vocabulary Skillbuilders
 - Skills Transparencies and Copymasters
 - Words to Know; Vocabulary concepts and strategies
- Test Generator, aligned with SAT9 objectives

McDougal Littell *Writer's Craft*:

- Strengthening Vocabulary and related mini-lessons
- Writing Handbook
- Teacher's Resource File, *Standardized Test Practice*
- Teacher's Resource File, *Writing Resource Book*
- Teacher's Resource File, *Vocabulary Development Book*

A. SYNONYMS

- 16 items

Sample question:

Hesitate means

- A. pause B. nervous C. depend D. notice

B. MULTIPLE MEANINGS : Words with different origin and meaning but the same oral or written form as one or more other words. Vocabulary words are presented in sentence context.

- 7 items

Sample question:

The subject of today's lesson is words with multiple meanings.

In which sentence does the word subject mean the same thing as in the sentence above?

- F. Susan's mother is subject to fainting spells.
- G. In Kenya, high school students take thirteen subjects at a time.
- H. If you disobey traffic laws, you may be subject to arrest.
- J. Feel free to change the subject of your report.

C. CONTEXT: Using information from the immediate textual setting to identify a word or word group. Vocabulary words are presented in sentence context.

• 7 items

Sample question:

The woman's respiration stopped when she choked on the food. Respiration means—
A. sense of taste B. breathing C. sense of smell D. watch

READING COMPREHENSION

Reading selections accompanied by questions for each selection.

Three types of text: Recreational (material read for enjoyment or literary merit),

Textual (biography, autobiography, other nonfiction), and

Functional (directions, flyers, advertisements, etc.) with some passages written expressly for the test by well known authors.

There are a variety of topics, diverse cultural themes, and tie-ins to content areas.

For instructional material and student practice exercises, see:

McDougal Littell *Language of Literature* ©2000

• Pupil Edition

Strategies for Reading/Active Reading

Thinking Through Literature

Reading and Writing for Assessment

• Teacher Edition

Think-alouds, margin notes

• Teacher's Resource Package

Formal Assessment—Standardized Test Practice & Selection Tests

Skills Transparencies and Copymasters

Active Reading; Literary Analysis; Reading and Critical Thinking

Unit Resource Book—Skillbuilders, Selection Tests

• Test Generator, aligned with SAT9 objectives

McDougal Littell *Writer's Craft*

• Writing Handbook, Academic Skills

• Teacher's Resource File, *Standardized Test Practice*

Preparing to Read

Graphic organizers

Reflect and Assess

Focus Your Reading

Comprehension Check

Standardized Test Practice

Content Objectives:

• **INITIAL UNDERSTANDING:**

-action/reason/sequence - 5 items

-specific detail - 5 items

• **CRITICAL ANALYSIS-** 10 items

• **INTERPRETATION:**

-inference - 13 items

-extending meaning - 11 items

• **STRATEGIES-** 10 items

RECREATIONAL: material read for enjoyment or literary merit.

• **INTERPRETATION/INFERENCE**

Sample question:

In this story, instructed means

A. taught B. ordered C. lectured D. showed

• **INTERPRETATION/EXTENDING MEANING**

Sample question:

You can conclude from the passage that Pandora was motivated by

- A. greed
- B. curiosity
- C. fear
- D. pain

• **CRITICAL ANALYSIS**

Sample question:

You can conclude from the passage that Epimetheus

- A. did not want to know the contents of the box.
- B. already knew what the box contained.
- C. wanted to know what was in the box.
- D. never did learn the contents of the box.

Textual: biography, autobiography, other nonfiction

• **INITIAL UNDERSTANDING/SPECIFIC DETAIL**

(reading accurately, literal level questions)

Sample question:

At his court-martial, Nolan does all of the following except

- A. claim his innocence
- B. apologize for his part in the plot
- C. accuse the court of being crooked
- D. explain why he didn't testify against Burr

• **CRITICAL ANALYSIS**

(Decide which idea is substantiated in the text.)

Sample question:

The poem suggests that John Henry dies from

- A. shock
- B. a broken heart
- C. disappointment
- D. pushing himself too hard

• **STRATEGIES** : following specific text

Sample question:

Which of these belongs in the empty spot above?

- A. Wildlife refuges
- B. Types of conservation
- C. Hunting laws
- D. Wildlife managers

**Functional: directions, flyers, advertisements,
posters, labels, forms, etc.**

• **INITIAL UNDERSTANDING/ACTION, REASON, SEQUENCE**

(following directions)

Sample question:

In order to apply for a credit card, you must

- A. write a letter
- B. fill out the application
- C. ask your parents' permission
- D. go to the store in person

• **STRATEGIES**

(Students must determine the type of text and understand its content and purpose.)

Sample question:

Where would you look to find the exact location of Concord in relation to the area that surrounds it?

- A. a magazine
- B. an atlas
- C. a dictionary
- D. a newspaper

LANGUAGE

Mechanics and expression together in one subtest, measuring application of effective writing principles.

For instructional material and student practice exercises, see:

McDougal Littell *Language of Literature* ©2000

- Pupil Edition
 - Writing Handbook
 - Reading and Writing for Assessment
 - Mini-lessons
 - Formal Assessment: Standardized Test Practice
 - Unit Resource Book, Grammar Skillbuilders
 - Test Generator, aligned with SAT9 objectives
- Grammar in Context
- Grammar Handbook
- Writing workshops: Assessment Practice: Revising and Editing
- Teacher Edition
 - Daily Language Skillbuilder
 - Standardized Test Practice
 - Grammar Transparencies and Copymasters

McDougal Littell *Writer's Craft*

- Writer's Workshops, editing
- Grammar and Usage Handbook
- Teacher's Resource File
- Vocabulary Development Book*
- Standardized Test Practice*
- Grammar and Usage Practice Book*

• **MECHANICS/CAPITALIZATION** /editing - 8 items

Directions: Read each sentence, looking at underlined words for mistakes in punctuation, capitalization, or word usage.

Categories:

- Directions as region
- Proper adjectives
- Proper/common nouns
- Titles of people

Sample question:

My favorite animated character is the dancing Hippopotamus in Walt Disney's *Fantasia*.

A. Dancing Hippopotamus
B. Dancing hippopotamus
C. dancing hippopotamus
D. Correct as is

•**MECHANICS/PUNCTUATION** /editing - 8 items

Directions: Read each sentence, looking at underlined words for mistakes in punctuation, capitalization, or word usage.

Categories:

- Apostrophe with possessive
- Comma with nonrestrictive elements
- Comma with introductory element
- Semicolon between independent clauses
- Colon with list
- Comma in compound sentence
- Comma with injunction

Sample question:

John who is a friend of Michael, has just scored a point for the other team.

A. John who is a friend of Michael has
B. John, who is a friend of Michael has
C. John, who is a friend of Michael, has
D. Correct as is

•**MECHANICS/USAGE** /editing - 8 items

Directions: Read each sentence, looking at underlined words for mistakes in punctuation, capitalization, or word usage.

Categories:

- Adverb usage
- Pronoun antecedent
- Specific problems in usage
- Subject-verb agreement with indefinite pronoun
- Present tense
- Pronoun case
- Subject-verb agreement

Sample question:

You and I may never agree about baseball, but we can still be friends.

A. You and me
B. Me and you
C. The two of we
D. Correct as is

•**EXPRESSION/SENTENCE STRUCTURE** /composing - 12 items

Directions: Read each sentence, looking at underlined words for mistakes in punctuation, capitalization, or word usage.

Categories:

- Awkward construction
- Misplaced modifiers
- Parallel structure
- Fragments
- Redundancy
- On-and-on
- Run-ons

Sample question:

And to the city of Los Angeles 250 miles away.

F. And to the city of Los Angeles which is 250 miles away.
G. And 250 miles away to the city of Los Angeles.
H. It also supplies the city of Los Angeles 250 miles away.
J. Correct as is

•**EXPRESSION/CONTENT AND ORGANIZATION** /Composing - 12 items

Directions: Read the paragraph and the questions that follow, then choose the correct answer.

Categories:

- Descriptive language
- Faulty subordination
- Sentence combining
- Extraneous sentence
- Purpose and audience
- Supporting sentence
- Topic sentence
- Transitions

Sample question:

Suppose your class was assigned to read about the role played by Susan B. Anthony in the fight for women's rights and to write an essay based on these readings. Which of the following would be the best topic sentence for your essay?

- A. The Susan B. Anthony dollar was minted to honor her work.
- B. Susan B. Anthony was the most important influence in the modern women's movement.
- C. Susan B. Anthony was born in Massachusetts in 1820 to a wealthy family.
- D. The National Women's Suffrage Association was founded by Susan B. Anthony in 1869.

FORMAT PRACTICE

The following pages provide question formats for each of the test objectives. These can be used for "five-a-day" practice, to frame questions that tie into the current lesson content, or in other ways to assist students in becoming familiar with the test format, which is the goal. They should all be used in direct teacher-student instruction.

READING VOCABULARY

•Synonyms

_____ means (no context clue given)

- A.
- B.
- C.
- D.

•Multiple meanings

In which sentence does the word _____ mean the same thing as in the sentence above?

- A.
- B.
- C.
- D.

•Context

_____ means _____ (preceded by a statement in which the word to define is included.)

- A.
- B.
- C.
- D.

READING COMPREHENSION

All questions should be related to appropriate text.

•Recreational:

Initial understanding:

- Specific detail

In this story _____ is the name for

- A.
- B.
- C.
- D.

- Action/reason/sequence

What did (character) tell _____ to do first?

- A.
- B.
- C.
- D.

Interpretation:

- Inference

You can tell the word _____ means

- A.
- B.
- C.
- D.

- Extending meaning

According to the text, _____ can best be described as

- A.
- B.
- C.
- D.

Critical analysis

The (number) _____ paragraph is included to show that _____ means

- A.
- B.
- C.
- D.

Strategies

Which literary device did the author use in the (number) _____ paragraph?

- A.
- B.
- C.
- D.

Textual :

Initial understanding:

- Specific detail

(Character) _____ (action) _____ on all of these except

- A.
- B.
- C.
- D.

- Action/reason/sequence

(Character) _____ did/did not (action) _____ because

- A.
- B.
- C.
- D.

Interpretation:

- Inference/Extended meaning

According to the article, (character) _____ (action) _____ because

- A.
- B.
- C.
- D.

Critical analysis

With which viewpoint would the author most likely agree?

- A.
- B.
- C.
- D.

Strategies

What overall organizational pattern is used in this article?

- A.
- B.
- C.
- D.

• Functional :

Initial understanding:

- Action/reason/sequence

If you (action) _____, you will (result)

- A.
- B.
- C.
- D.

Interpretation:

- Inference

The text suggests _____ will be different because (character) _____ will be able to

- A.
- B.
- C.
- D.

Critical Analysis

Which of these is an opinion in the text?

- A.
- B.
- C.
- D.

Strategies

This (type of text) _____ is most like a

- A.
- B.
- C.
- D.

LANGUAGE

- Mechanics/capitalization/editing
- Expression/sentence structure/composing

- Mechanics/punctuation/editing
- Mechanics/usage/editing

For the four categories above, format is as follows:

The House Of Representatives is the lower house of the United States Congress.

- A. House of Representatives
- B. house of representatives
- C. House of representatives
- D. Correct as is

•Expression/Content and Organization/Composing (following appropriate text)

Descriptive language

Which is the most colorful way to write the underlined words in sentence (number) ___?

- A.
- B.
- C.
- D.

Extraneous sentence

Which of these would not belong in (number) _____ paragraph?

- A.
- B.
- C.
- D.

Faulty subordination

Which of these is the best way to write the underlined word/section in the (#) ___ sentence?

- A.
- B.
- C.
- D.

Purpose and audience

What is the main purpose of _____ paragraph?

- A.
- B.
- C.
- D.

Sentence combining

How can the (identified) _____ sentences best be combined?

- A.
- B.
- C.
- D.

Supporting sentence

Which of these would go best after the (number) _____ sentence of this paragraph?

- A.
- B.
- C.
- D.

Topic sentence

Which of these would be the best topic sentence for this paragraph?

- A.
- B.
- C.
- D.

Transitions

Which of these is the best way to begin the (number) _____ sentence?

- A.
- B.
- C.
- D.