**Common Core English Regents Packet**

**Suggested Time per Section**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Test Part** | **Suggested Time** | **Assignment** | **Max Raw Score Credits** | **Weighting Factor** | **Maximum Weighted Score Credits** |
| Part 1  Reading Comprehension | 60 minutes | 3 texts (one literature, one poem, and one informational text)  24 multiple choice questions | 24 | 1 | 24 |
| Part 2  Writing from Sources: Argument | 90 minutes | 4 texts (all informational texts)  Create a claim and counterclaim  and defend | 6 | 4 | 24 |
| Part 3  Text Analysis:  Exposition | 30 minutes | 1 text (literature or informational text)  Choose a central idea, choose a writing strategy and show how the central idea is proven by the writing strategy | 4 | 2 | 8 |

**PART 2**

**ARGUMENT ESSAY**

**PART 2**

**Directions:** Closely read each of the ***four*** texts provided on pages 12 -17 and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1of your essay booklet.

**Topic:** Should companies be allowed to track consumers' shopping or other preferences without their permission?

**Your Task:** Carefully read each of the ***four*** texts provided. Then, using evidence from at least ***three*** of the texts, write a well-developed argument regarding companies being allowed to track consumers' shopping or other preferences without their permission. 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. Do *not* simply summarize each text.

**Guidelines:**

* Establish your claim regarding companies being allowed to track consumers' shopping or other preferences without their permission
* Distinguish your claim from alternate or opposing claims
* Use specific, relevant, and sufficient evidence from at least ***three*** of the texts to develop your argument
* Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
* Organize your ideas in a cohesive and coherent manner
* Maintain a formal style of w1iting
* Follow the conventions of standard written English

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**Sample Outline for the Part 2 Argument Essay**

**Introduction**

* General statement about the topic of your essay
* Briefly mention the counterclaim
* Briefly mention the claim
* End with your central idea (thesis = counterclaim, claim)

**Body Paragraph One**

* 1-2 examples from the texts that prove the counterclaim
* Textual evidence from text
* Mention how your counterclaim is not correct – “This thought process/conclusion/idea is inaccurate/invalid because…”

**Body Paragraph Two**

* 1-2 examples from the texts that prove the claim
* Supporting textual evidence
* How your examples link to the central idea (thesis)

**Body Paragraph Three**

* 1-2 examples from the texts that prove the claim
* Supporting textual evidence
* How your examples link to the central idea (thesis)

**Conclusion**

* Reword your thesis
* Recap how the texts proved your central idea (thesis)
* “So what?”

**Part 2 Argument Essay Template**

Thesis (Counterclaim, Claim) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Body Paragraph 1** (counterclaim - first text)

|  |  |  |
| --- | --- | --- |
| Reasons that Support Counterclaim | Textual Evidence that Supports Counterclaim | Why this reason is WRONG (different information from the Claim) |
| 1) |  |  |
| 2) |  |  |

**Body Paragraph 2** (second text)

|  |  |  |
| --- | --- | --- |
| Reasons that Support Claim | Textual Evidence that Supports Claim | How this proves the Claim |
| 1) |  |  |
| 2) |  |  |

**Body Paragraph 3** (third text)

|  |  |  |
| --- | --- | --- |
| Reasons that Support Claim | Textual Evidence that Supports Claim | How this proves the Claim |
| 1) |  |  |
| 2) |  |  |

**PART 3**

**TEXT – BASED ANALYSIS ESSAY**

**PART 3**

**Your Task:** Closely read the text provided on pages 19 and 20 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of ***one*** writing strategy (litera1y element or litera1y technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

**Guidelines:**

**Be sure to**

* Identify a central idea in the text
* Analyze how the author's use of ***one*** writing strategy (litera1y element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
* Use strong and thorough evidence from the text to support your analysis
* Organize your ideas in a cohesive and coherent manner
* Maintain a formal style of writing
* Follow the conventions of standard written English

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**Sample Outline for the Part 3 Text Analysis Essay**

**Introduction**

* The motif of the passage is \_\_\_\_\_\_
* A central idea of the passage is\_\_\_\_\_.
* Write a line or two explaining/developing your central idea
* State the literary element/technique used to prove your central idea

**Body Paragraph 1**

* Example one of the literary element from the text
* Use parenthetical documentation/MLA citations
* Show how the literary element proves the central idea

**Body Paragraph 2**

* Example two of the literary element from the text
* Use parenthetical documentation/MLA citations
* Show how the literary element proves the central idea

**Part 3 Worksheet**

**Motif:** (one word/idea/concept that runs throughout the text) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Central Idea** (take your one word/idea/concept (motif) and develop it. What ABOUT the motif? Figure out what the author is trying to say about it and develop this into a sentence):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Writing Strategy** (literary element or literary technique):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Literary Element | Specific Example of Literary Element in the text | Textual Evidence | How it connects to the Central Idea |
|  | 1) |  |  |
|  | 2) |  |  |

**Literary Terms**

**Allusion** a reference to something well-known that exists outside the literary work (direct/indirect)

**Antagonist** character that is the source of conflict in a literary work.

**Characterization** the manner in which an author develops characters and their personalities

**Conflict** struggle between two or more opposing forces (person vs. person; nature; society; self; fate/God)

**Contradiction** a direct opposition between things compared; inconsistency

**Figurative Language** uses words to mean something other than their literal meaning (*Includes simile, metaphor, personification, hyperbole, symbol)*

**Flashback** the method of returning to an earlier point in time for the purpose of making the present clearer

**Foreshadowing** hint of what is to come in a literary work

**Imagery** language that appeals to the five senses

**Irony** Dramatic…  when the reader or audience knows something a character does not

              Situational…    when there is a disparity between what is expected and what actually occurs

              Verbal…    when the speaker says one thing but means the opposite

**Metaphor** an implied comparison between dissimilar objects

**Mood**  the feeling or ambience resulting from the tone of a piece as well as the writer/narrator's attitude and point of view. The effect is created through descriptions of feelings, objects, or setting that establish a particular feeling, such as gloom, fear, or hope

**Motif** a recurring idea/concept/feature of a literary work that is related to the theme

**Personification** figure of speech in which non-human things are given human characteristics

**Point of view** the vantage point or perspective from which a literary work is told:

1st person point of view- the narrator is a character in the story (use of ‘I’)

2nd person point-of-view – the narrator/writer addresses the audience (use of “you”)

3rd person point of view- the narrator is outside of the story (use of ‘he’ ‘she’ ‘they’)

**Protagonist** the main character in a literary work

**Setting** the time and place of a literary work

**Simile** a direct comparison of dissimilar objects, usually using like or as

**Suspense** technique that keeps the reader guessing what will happen next

**Symbol/symbolism** one thing (object, person, place, idea) used to represent something else

**Theme** the underlying main idea of a literary work. The author’s message to readers

**Tone** the author’s attitude toward the subject/topic or audience of a work