

Leonora Stein

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## Welcome to Regents Prep!

This course will be prepare you to excel at the Common Core ELA Regents. We will focus on two necessary skills: reading comprehension and writing ability.



The texts have been chosen specifically for two reasons:

1. Quality - Each short story, poem, or non-fiction excerpt is an important piece of writing that touches on ideas that human beings have thought about for thousands of years. In other words, I think you'll enjoy them.
2. Similarity to Regents texts - The texts build in complexity. You will work with texts that are similar to and on the same level of texts on the test. This will give you the practice and confidence necessary to beat the test!

### Structure of Course

In this course, you will focus on the areas of the test that you need to work on. You will work in pairs.



To prepare for Part 1, you will read stories, poems, and non-fiction. Each week, you will be quizzed to see that you understand the text.

To prepare for Parts 2 & 3, you will read fiction and non-fiction. Each week, you will write either an argumentative piece or literary analysis.

**In the middle of the semester, you will take a test to determine if your needs have changed. You may then get a different partner or work on a different part of the test.**

### Supplies

- Two folders (one for school, one to bring work home)
- Loose leaf or a notebook
- Pens/pencils; highlighter (optional)

## Grading

Learning Activities - 40%

- Daily participation grade
- Low-level quizzes\*

Formative Assessments - 30%

- Mid-level quizzes
- Mid-semester diagnostic test

Summative Assessments - 30%

- High-level quizzes
- Mock Regents (early December)

\*The texts range in complexity. If you do well on a simpler text, you will move up to a more complex text.

***The goal of this class is for you to pass the Regents. These quizzes are designed to mimic the Regents, not to fail you in this course. If you try, you will do well in this class.***



## Expectations

- ★ Be in uniform before you enter the classroom.
- ★ Do not bring a cell phone or electronic device into the classroom.
- ★ Be present and on time every day. If you cannot be present, email me ahead of time.
- ★ Work with your partner to the best of your ability. If there is conflict, speak to me about it privately.

***Cell phones get locked in my closet!***

**If uniform, cell phone, or behavior becomes a problem, we will have a one-on-one conference to resolve the issue. If the issue remains after that, we would have to get parents/guardians or the administration involved.**

**We only meet two or three times a week. If you miss even one day, you lose valuable instruction time. You also let down your partner who needs *your input* to understand texts and complete the lesson.**

## Texts

You will get some choice in what you read. However, that will be determined by the level of the text. If you are reading at a higher level, it would not help to read a lower-level text.

### Part 1 - Reading Comprehension

#### 1) Short stories

- a) *The Last Night on Earth* by Ray Bradbury
- b) *Elethia* by Alice Walker
- c) *Just Lather, That's All* by Hernando Tellez
- d) *The Lottery* by Shirley Jackson
- e) *The Story of an Hour* by Kate Chopin



#### 2) Poems

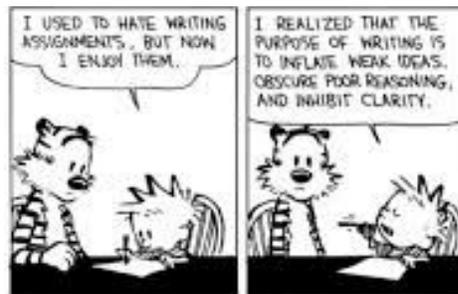
- a) *My Papa's Waltz* by Theodore Roethke
- b) *America* by Langston Hughes
- c) *"Hope" is a thing with feathers* by Emily Dickinson
- d) *Sonnet 130* by William Shakespeare
- e) *Because I could not stop for Death* by Emily Dickinson

#### 3) Non-fiction

- a) Excerpt from *Between the World and Me* by Ta-Nehisi Coates
- b) Excerpt from *We Should All Be Feminists* by Chimamanda Ngozi Adichie
- c) Excerpt from the "We choose to go to the moon" speech by JFK
- d) Excerpt from the "Gettysburg Address" by Abraham Lincoln

### Part 2 - Argument Writing

- 1) Gun control
- 2) Plagiarism
- 3) Euthenasia
- 4) "Designer babies"



### Part 3 - Literary Analysis

- 1) Excerpt from *Of Mice And Men* by John Steinbeck
- 2) Excerpt from *Endurance* by Alfred Lansing
- 3) Excerpt from the "Fourth of July" speech by Frederick Douglass