

**Montgomery County Public Schools**  
**English 11B Exam Review**  
*June 2011*

---

**FORMAT**

***Four Readings***

a fictional narrative  
an excerpt from a play  
a poem  
a personal essay

***Thirty Selected Response Items (SRs)***

Students will be required to

- distinguish among shades of meaning by using context.
- determine the meaning of words with more than one meaning by using context.
- develop inferences about the main idea or theme of a literary work.
- identify and explain the author's use of literary devices in narratives and dramas.
- develop inferences about characterization, motivation, and other narrative elements.
- identify and explain the author's use of language devices in poetry and prose.
- develop inferences about author's perspective, voice, and other elements of nonfiction.
- identify and explain the purpose of diction (word choice) and syntax (sentence structure).
- identify tone and explain how tone is created based on the language of a text.
- develop inferences about the author's purposeful use of language and form.
- apply course terms to interpret narratives, dramas, poetry, and nonfiction.
- identify errors in grammar, usage, and sentence structure.
- revise sentences to improve sentence structure and achieve greater clarity of expression.
- revise sentences in a paragraph to achieve clarity, correctness, and coherence.
- imitate the sentence structure of a professional writer.

***One Written Response***

Students will be required to

- analyze an author's use of literary devices and language to create meaning.
- support the analysis with specific examples from a text.

***One Multi-Paragraph Essay***

Students will be required to

- respond to a quotation about an idea presented in a literary work.
- support the response with specific examples from a text on the exam and a text read during the semester.

# *English 11B Exam Review*

---

## PREPARATION

### *Review Course Terms*

- Review definitions and concepts of course terms.
- Apply course terms to texts and writing assignments.

### *Review Notes, Assessments, and Other Student Resources Pages*

- Review close reading strategies and discussions about the author's purposeful use of literary, poetic, dramatic, and rhetorical devices.
- Review characteristics of narrative, poetic, dramatic, and nonfiction texts.
- Review literary, poetic, dramatic, and rhetorical devices.
- Review Latin and Greek roots on the 30-15-10 list to assist in determining meanings of unfamiliar words.

### *Review Portfolio*

- Read, analyze, and evaluate paragraphs, essays, and other papers.
- Review rubrics used for writing, including the Scoring Guide for Writing and the 6-Traits rubrics.
- Review strategies for organizing and developing paragraph and multi-paragraph responses.
- Review strategies for developing a literary analysis.
- Review strategies for synthesizing sources by using quotations and paraphrased ideas.
- Review the process of editing and revising writing.

### *Review Texts Read during the Semester*

- List titles, authors, and important ideas about the context and form of each text.
- List important characters, events, motives, and other narrative elements for each text.
- List themes and literary concepts related to each text.
- Consider again how an author uses language to achieve a purpose.
- Review the dramatic/cinematic devices an author uses to develop a drama, the literary devices an author uses to develop a narrative, and the poetic devices an author uses to develop a poem.
- Review how figurative language is used to achieve a purpose.
- Consider how course terms apply to different genres and specific texts.

### *Review Grammar, Usage, and Sentence Structure Concepts*

- Correct sentence fragments in order to communicate clear and coherent ideas.
- Correct run-on sentences by using appropriate punctuation to separate ideas and add clarity.
- Correct errors in verb tense, subject-verb agreement, pronoun-antecedent agreement, pronoun case, and comparison words.
- Revise writing for more clarity by correcting dangling modifiers.
- Use adjectives and adverbs correctly and effectively.
- Use sentence combining to create more complex sentences and to add variety to sentence structure.
- Avoid incorrect use of commonly confused and misused words.
- Recognize correct parallel structure and use it as a rhetorical device in writing.
- Analyze and imitate the sentence style of professional writers.
- Break the rules selectively to achieve a particular purpose or effect.

# English 11B Exam Review

---

## Course Terms

- Allusion
  - Historical
  - Mythical
- Annotation
- Argument
- Assertion
- Audience
- Cinematic techniques
  - Camera angle
  - Cinematography
  - Film shot
  - Lighting
  - Music
  - Point of view
- Citation
- Close reading
- Connotation
- Conscience
- Cornell notes
- Credible source
- Critical article
- Deduction
- Denotation
- Dramatic conventions
  - Monologue
  - Scene description
  - Soliloquy
  - Stage directions
- Fiction
- Figurative language
  - Apostrophe
  - Hyperbole
  - Irony
  - Metaphor
  - Oxymoron
  - Paradox
  - Simile
  - Symbolism
  - Understatement
- Graphic organizer
- Induction
- Moving image
- Narrative devices
  - Plot
  - Characterization
  - Point of view
  - Setting
  - Conflict
  - Mood
  - Tone
  - Epiphany (moment of insight)
  - Denouement
  - Theme
- Nonfiction
- Patterns of development
  - Cause and effect
  - Comparison and contrast
  - Definition
  - Division and classification
  - Exemplification
  - Problem and solution
- Personal voice
- Persuasion
- Portfolio
- Rhetoric
- Research
- Rhetorical devices
  - Alliteration
  - Experience
  - Expert testimony
  - Historical allusion
  - Juxtaposition
  - Parallelism
  - Repetition
  - Rhetorical question
- Shared Inquiry
- Six Traits of Writing
  - Ideas
  - Organization
  - Voice
  - Syntax or Sentence Fluency
  - Diction or Word Choice
  - Conventions
- Source
  - Primary source
  - Secondary source
- Speaker
- Style
- Synthesis of sources
- Visual rhetoric
- Visual text
- Writing process
  - Inquiry
  - Pre-writing
  - Drafting
  - Revision or deep revision
  - Editing or surface revision
  - Presentation or publishing

# English 11B Exam Review

## Assessed Indicators

### Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media.

- 1.1.2— Monitor understanding while reading, viewing, and/or listening to a text.
- 1.1.3— Confirm understanding after reading, viewing, and/or listening to a text.
- 1.1.4— Apply knowledge of a word meaning, context, structure, and origin to define unfamiliar words.
- 1.2.1— Determine the contributions of literary elements in classical and contemporary texts.
- 1.2.2— Determine the critical or central idea(s) of a text.
- 1.2.3— Determine the relationship among format, structure, and meaning of informational texts.
- 1.2.4— Interpret a literary work by using a critical approach.

### Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media.

- 2.1.1— Analyze organization, structure, and syntax that reveal an author's purpose.
- 2.1.2— Analyze stylistic elements in a text or across texts that communicate an author's purpose.
- 2.1.3— Analyze connections between and among themes, ideas, and/or styles of two or more texts.
- 2.1.4— Analyze and evaluate the purpose and effect of non-print texts, including visual, aural, and electronic media.
- 2.1.5— Analyze and evaluate evidence and determine the credibility of information in a text.

### Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

- 3.1.1— Compose effective informative or expository texts; descriptions; summaries; work-related texts.
- 3.1.2— Compose effective persuasive essays and arguments that advance, modify, or refute a position; use a logical structure; provide relevant and complete support; and employ effective rhetorical strategies.
- 3.1.3— Compose effective oral presentations that engage the audience by developing a controlling idea, using a logical structure,

providing relevant and complete support or evidence, and including effective rhetorical strategies.

- 3.2.1— Prepare for writing by generating and developing ideas.
- 3.2.2— Select and organize ideas for specific audiences and purposes.
- 3.2.3— Revise and edit texts for clarity, completeness, and effectiveness.
- 3.2.4— Use general and specialized resources to correct or confirm revisions and/or editorial choices.
- 3.2.5— Prepare the final product for presentation or publication.
- 3.3.3— Evaluate the appropriateness of information to accomplish a purpose.
- 3.3.4— Use a systematic process for recording and documenting information.

### Standard 4: The student will control language by applying Standard English in writing and speaking and making effective language choices.

- 4.1.2— Apply Standard English grammar, punctuation, capitalization, and spelling in speaking and/or writing.
- 4.1.3— Apply knowledge of the history and development of the English language in order to analyze and explain its dynamic structure.

### Standard 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats.

- 5.1.2— Participate in and contribute to large- and small-group collaboration for a variety of assigned and self-selected purposes.
- 5.1.3— Determine the effectiveness of large- and small-group collaboration and its associated product(s).
- 5.2.2— Use tone, diction, and rate as well as nonverbal techniques appropriate to the text, audience, and purpose.
- 5.2.3— Use appropriate props, visual aids, and electronic media to enhance accuracy and audience appeal.

### Standard 6: The student will listen effectively in a variety of situations and for a variety of purposes.

- 6.1.1— Apply skills and strategies to gather and interpret verbal messages.
- 6.1.2— Demonstrate understanding of information and ideas communicated orally.

# Scoring Guide for Writing

## Score of 5

**This response demonstrates consistent mastery, although it may have minor errors. This response**

- effectively states and develops a claim, provides strong insights, and uses well-chosen detail to achieve its purpose.
- is well organized, focused, and coherent.
- uses language and vocabulary purposefully.
- varies sentence structure skillfully.
- is generally free of errors in grammar, usage, and mechanics.

## Score of 4

**This response demonstrates adequate mastery with occasional lapses in quality. This response**

- states and develops a claim, exhibits sound thinking, and uses appropriate supporting detail.
- is generally organized, focused, and coherent.
- generally uses language and vocabulary effectively.
- demonstrates some variety in sentence structure.
- may have some errors in grammar, usage, or mechanics.

## Score of 3

**This response demonstrates partial mastery, but it has one or more flaws. This response**

- states and develops a claim but needs more consistent thinking and supporting detail.
- sometimes lacks organization, focus, and coherence.
- generally uses language coherently, but some word choices are vague or inappropriate.
- has little variety in sentence structure or has some sentence errors.
- may contain a number of errors in grammar, usage, or mechanics.

## Score of 2

**This response demonstrates little mastery and is marred by one or more weaknesses. This response**

- has a vague or limited claim, weak thinking, and inappropriate or insufficient supporting detail.
- is poorly organized, lacking focus and coherence.
- uses limited language and vocabulary or incorrect word choice.
- demonstrates simplistic or incorrect sentence structure.
- contains errors in grammar, usage, or mechanics that sometimes hamper meaning.

## Score of 1

**This response demonstrates a lack of mastery and serious flaws. This response**

- does not state or develop a claim and provides little, if any, supporting detail.
- is disorganized, rambling, or incoherent.
- has numerous errors in vocabulary and use of language.
- has serious flaws in sentence structure.
- contains numerous errors in grammar, usage, or mechanics that consistently hamper meaning.

## Score of 0

**No response or a response that is completely irrelevant will receive a score of zero.**