

**Correlation Between
the Regents High School Examination in English
(Produced by the University of the State of New York) and
*How to Write Clear Sentences: A Self-Paced Text***

This exam consists of two sessions. Each session has two parts. During Session One, students must demonstrate a mastery of listening skills by answering multiple-choice questions and writing a directed response. They must also demonstrate a mastery of reading skills by answering multiple-choice questions and writing a directed response.

During Session Two, students must demonstrate a mastery of literary elements by answering multiple-choice questions and writing a directed response. They must also demonstrate a mastery of critical literary analysis by answering multiple-choice questions and writing a directed response.

The scoring rubric for all four directed written responses is identical and appears below.

Quality Evaluated	Reference in <i>How to Write Clear Sentences: A Self-Paced Text</i>
Meaning: the extent to which the response exhibits sound understanding, interpretations, and analysis of the task and texts	No specific reference, although all academic work should help develop this skill
Development: the extent to which ideas are elaborated using specific and relevant evidence from the texts	No reference*
Organization: the extent to which the response exhibits direction, shape, and coherence	No reference*
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	Units 1, 2, 3, and 6: All units deal with writing clear, correct sentences that effectively convey the writer's ideas
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	Unit 8 covers punctuation; no reference* to paragraphing; Unit 9 covers capitalization; Units 4, 5, and 7 cover grammar and usage

No reference* = Skill is covered in the follow-on book