

Official SAT Practice

Lesson Plan

LESSON 5

Writing and Language— Development and Evidence

Subscore: Expression of Ideas, Command of Evidence

Focus: Revising a text for development and effective use of evidence

Objectives:

Students will

- understand how to refine the content of a passage to achieve a writer's purpose.
- identify ways to add, revise, or retain thesis statements, claims, and evidence.
- recognize how to add, revise, or retain material that supports the passage's claim.

Review the article on Expression of Ideas at

<https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/about-the-sat-writing-language-test/a/writing-and-language-test-expression-of-ideas>.

Preview and print (if necessary) the student materials.

Do Now

1. What are the qualities that make effective (or ineffective) academic writing?
2. Share a 2-minute video that provides an overview of the SAT Writing and Language Test:
<https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/about-the-sat-writing-language-test/v/sat-writing-and-language-test-what-to-expect>.
3. For the **Writing** and **Language** Test focuses on “using your knowledge of and skill in writing to make each passage clearer, sharper, richer, and more engaging.”
4. Focus of this lesson will be on the topic of **writing development**, which consists of the following:
 - a. Proposition: Is the topic sentence of a paragraph or the thesis statement of an essay clear, concise, and as sharp as possible?
 - b. Support: Does the writer provide the most effective evidence to support the topic sentence or thesis?
 - c. Focus: Is the evidence included relevant to the topic sentence or thesis?

(Answer these questions for the articles below)

Transportation planners work closely with a number of community stakeholders, such as government officials and other interested organizations and individuals. **7** Next, representatives from the local public health department might provide input in designing a network of trails and sidewalks to encourage people to walk more. **8** According to the American Heart Association, walking provides numerous benefits related to health and well-being. Members of the Chamber of Commerce might share suggestions about designing transportation and parking facilities to support local businesses.

5. Summarize again for the students that, for questions about **writing development**, they should be thinking about:
 - a. Topic sentences, thesis statements, and claims.
 - b. Supporting evidence.
 - c. Relevancy of the supporting evidence.

Group/Pair Discussion/Activity

1. Ask students, with a partner or a small group, to read the next excerpt in their materials about the painter Dong Kingman. As they read, remind them to **annotate** for the following: main ideas of each paragraph and supporting evidence that relates to the main ideas. They should also consider putting lines through sentences that they feel are not relevant to the topic sentence.
2. After reading, direct students to compare their annotations with those of their classmates and to discuss what they believe to be the main ideas of each paragraph and the thesis of the overall piece. Students should discuss which pieces of evidence are most relevant to the thesis and why.
3. After they have discussed the main ideas and evidence, ask students to respond to Questions 18 and 20 that ask about main idea and evidence. They should write and discuss their own explanation for why they chose the answers they did. The rationales are below. Be sure that they are aware of how a topic sentence is expected to address the overall topics of the paragraph, not simply a detail of that topic.

Individual Application

1. Ask students to read the paragraph about the possible reasons why bees are dying off in the Independent Activity section. Be sure that they note that the underlined sentence is a perfect example of a topic sentence.
2. Question 18 is similar to ones they have practiced before, as it asks about the relevance of evidence; however, it is a little different in that additional possible evidence is suggested in the question stem. Students are expected to read the possible new evidence and envision it in the spot identified. Ask students to answer the question and write an explanation for their reasoning, and be sure to clarify with the rationale below.
3. Ask students to reflect on their current abilities to identify main ideas, recognize relevant and effective evidence, and incorporate quantitative texts.

Homework | 20 minutes

- Students should begin practicing on the Writing portion of Official SAT Practice on Khan Academy®. If students do not have score information in their College Board accounts, they should take Diagnostic Quiz 3—Writing.
- Ask students to take note of the questions that ask about development, including adding or deleting evidence. Teachers may want to ask students to copy or take a screenshot of these questions for in-class discussion.
- Students should read the following two article from the Tips and Strategies tab:
 - The SAT Writing and Language Test: the passages
<https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/about-the-sat-writing-language-test/a/the-sat-writing-and-language-test-the-passages>
 - Writing and Language Test: Expression of Ideas
<https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/about-the-sat-writing-language-test/a/writing-and-language-test-expression-of-ideas>

Student Materials—Lesson 5

Introductory Activity

Transportation planners work closely with a number of community stakeholders, such as government officials and other interested organizations and individuals. Next, representatives from the local public health department might provide input in designing a network of trails and sidewalks to encourage people to walk more. According to the American Heart Association, walking provides numerous benefits related to health and well-being. Members of the Chamber of Commerce might share suggestions about designing transportation and parking facilities to support local businesses.

8

The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?

- A) Kept, because it provides supporting evidence about the benefits of walking.
- B) Kept, because it provides an additional example of a community stakeholder with whom transportation planners work.
- C) Deleted, because it blurs the paragraph's focus on the community stakeholders with whom transportation planners work.
- D) Deleted, because it doesn't provide specific examples of what the numerous benefits of walking are.

Group/Pair Discussion/Activity

[1] Kingman was keenly interested in landscape painting from an early age. [2] In Hong Kong, where Kingman completed his schooling, teachers at that time customarily assigned students a formal “school name”. [3] His interest was so keen, in fact, that he was named after it. [4] The young boy who had been *dong moy shu* became Dong Kingman. [5] The name Kingman was selected for its two **14** parts, “king” and “man”; Cantonese for “scenery” and “composition.” [6] As Kingman developed as a painter, his works were often compared to **15** paintings by Chinese landscape artists dating back to CE 960, a time when a strong tradition of landscape painting emerged in Chinese art. [7] Kingman, however, **16** vacated from that tradition in a number of ways, most notably in that he chose to focus not on natural landscapes, such as mountains and rivers, but on cities. **17**

18 His fine brushwork conveys detailed street-level activity: a peanut vendor pushing his cart on the sidewalk, a pigeon pecking for crumbs around a fire **19** hydrant, an old man tending to a baby outside a doorway. His broader brush strokes and sponge-painted shapes create majestic city skylines, with skyscrapers towering in the background, bridges connecting neighborhoods on either side of a river, and **20** delicately painted creatures, such as a tiny, barely visible cat prowling in the bushes of a park. To art critics and fans alike, these city scenes represent the innovative spirit of twentieth-century urban Modernism.

18

Which choice most effectively establishes the main topic of the paragraph?

- A) Kingman is considered a pioneer of the California Style school of painting.
- B) Although cities were his main subject, Kingman did occasionally paint natural landscapes.
- C) In his urban landscapes, Kingman captures the vibrancy of crowded cities.
- D) In 1929 Kingman moved to Oakland, California, where he attended the Fox Art School.

20

The writer wants to complete the sentence with a third example of a detail Kingman uses to create his majestic city skylines. Which choice best accomplishes this goal?

- A) NO CHANGE
- B) exquisitely lettered street and storefront signs.
- C) other details that help define Kingman’s urban landscapes.
- D) enormous ships docking at busy urban ports.

Independent Activity

17 Studies have offered several possible reasons that bees are vanishing. One reason that is often cited is the use of pesticides called neonicotinoids, which are absorbed by plants and linger much longer than do topical pesticides. **18** Chemicals such as herbicides and fungicides may also play a role, contaminating the pollen that bees typically feed on and inhibiting healthy insect maturation.

18

At this point, the writer is considering adding the following information.

Prolonged exposure to neonicotinoids has been shown to increase bees’ vulnerability to disease and parasitic mites.

Should the writer make this addition here?

- A) Yes, because it provides support for the claim made in the previous sentence.
- B) Yes, because it introduces a new idea that will become important later in the passage
- C) No, because it would be better placed elsewhere in the passage.
- D) No, because it contradicts the main idea of the passage.