



 **Prestwick House**

# Free Lesson Plan

## INFORMATIONAL TEXT:

### *New (March 2016) SAT Writing and Language Test Practice*

CCSS.ELA-Literacy.L.9-10.1, L.9-10.2 | TEKS 110.30-34

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#### **Objectives:**

- Familiarize students with the latest revision of the SAT Writing and Language Test
- Provide an example of the latest SAT Writing and Language Test format and requirements
- Provide a practice opportunity for the latest SAT Writing and Language Test

#### **Time:**

1 class period

#### **Materials:**

Each student needs his or her own copy of the *2016 SAT Writing and Language Test Practice* handout (included with this lesson).

#### **Procedure:**

##### **1 – Introduce the new SAT Writing and Language Test.**

Tell your students that the English portion of the new SAT will comprise two parts: 1. the Reading Test, and 2. the Writing and Language Test. This lesson provides practice for the Writing and Language Test.

Students will have 35 minutes to complete the full SAT Writing and Language Test, which contains a total of four exercises and 44 questions. Each exercise will comprise one passage followed by 11 questions. Some passages will include infographics, usually in the form of charts or graphs. The passage subjects can include career topics, history, social studies, humanities, and science.

The purpose of the exercise is to improve the clarity of the passage by fixing mistakes or improving upon awkward language. The passage will contain intentional errors such as poorly constructed sentences or paragraphs, incorrect word usage, and basic grammatical mistakes. Editorial-style questions will prompt for the best way to fix (or ignore) specific parts of the text.

The test will include two major types of questions:

1. *Expression of Ideas*—questions that prompt for improvements to the effectiveness of the writing such as adding or removing necessary or redundant information or rearranging ideas to flow logically
2. *Standard English Conventions*—questions that involve grammar and language basics such as syntax and word usage



## 2 – Administer the practice exercise.

Distribute the handout to each student.

Instruct students to carefully read the passage and complete the questions that follow it.

Remind them that during the real SAT Writing and Language Test, they will have about 9 minutes to complete each single exercise. Allow them additional time for this introductory lesson (at least 20 minutes) so that they can become familiar with the test language and the question types.

## 3 – As a class, review the answers to the Writing and Language Test.

Supply the correct answer for each of the questions and have students either grade themselves or exchange tests with each other for grading.

Ask students to explain the process they used for determining the answer to each of the questions.

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### Standards:

Common Core Standards – Reading: Literature

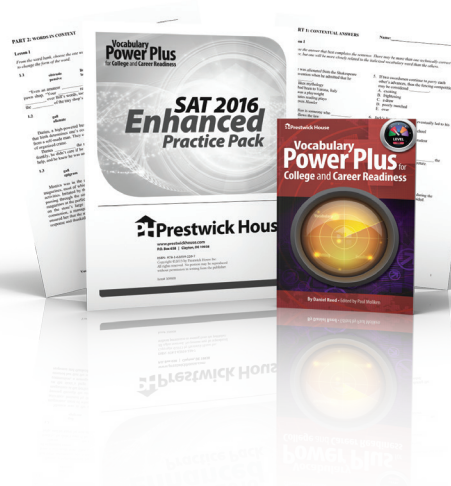
CCSS.ELA-Literacy.L.9-10.1, L.9-10.2

Texas Essential Knowledge and Skills

TEKS 110.30-34

### References:

Reed, Daniel (ed.). 2016 SAT *Enhanced Practice Pack*.  
Smyrna, DE. Publisher. Prestwick House.



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# Writing and Language Test Handout

A set of questions accompanies each passage. The questions will ask you to make editorial decisions that improve or correct language, grammar, and construction errors in the paragraphs, including any accompanying graphics. Read the passage and then choose the best answer to each of the questions. In some instances, no change will be necessary.

Questions 1–11 are based on the following passage.

— 1 —

Mosquitoes are a substantial threat to the world’s **{1}** population. Because their bites can transmit the dangerous parasite that causes malaria, a disease that kills 500 million people annually. Despite the fact that malaria rates have decreased by 37 percent between 2000 and 2015, doctors and researchers continue to warn that this disease is still a threat, especially to those in **{2}** sub-Saharan Africa, a region experiencing an extremely high proportion of malaria cases. Though doctors, development experts, and **{3}** workers who are suppliers of foreign aid agree that this high malaria rate is a problem, they cannot settle on a single solution.

1

- A) NO CHANGE
- B) population because
- C) population; because
- D) population: because

2

- A) NO CHANGE
- B) sub Saharan-Africa, a region experiencing
- C) sub-Saharan Africa a region experiencing
- D) sub-Saharan Africa; a region experiencing

3

- A) NO CHANGE
- B) workers of foreign aid
- C) aid workers, some of whom are foreign,
- D) foreign aid workers



— 2 —

One of the most common methods of malaria prevention is providing at-risk populations with bed nets, often treated with insecticide **{4}** to increase its effectiveness; this is the most cost-effective way to **{5}** prevent the spread of malaria, a single bed net usually costs under five dollars and lasts between three and four years. Because bed net usage is associated with drastic declines in malaria rates, the World Health Organization recommends the distribution of bed nets to all populations in regions like sub-Saharan Africa. Another prevention method involves spraying insecticides inside **{6}** houses, that is most useful when 80 percent or more of the houses within a targeted area are treated; these insecticide treatments are useful for three to six months before they must be reapplied. Though highly effective, insecticide spraying does not last as long as insecticide-treated bed nets, causing it to cost more per year than alternative treatments. **{7}**

**4**

- A) NO CHANGE
- B) to increase its effectiveness
- C) to increase their effect
- D) to increase their effectiveness

**5**

- A) NO CHANGE
- B) prevent the spread of malaria; as a single bed net usually
- C) prevent the spread of malaria, as a single bed net usually
- D) prevent the spread of malaria. As a single bed net usually

**6**

- A) NO CHANGE
- B) houses, which is most useful when
- C) houses which is most useful when
- D) houses. These are most useful when

**7**

The writer is considering adding the following sentence to conclude paragraph 2:

DDT, an insecticide now banned in most of the U.S., threatens native bird populations by compromising the structure of eggshells.

Should the writer make this addition here?

- A) Yes; it helps to connect the subject of the paragraph to the main topic of the passage.
- B) No; it would serve better as an introductory sentence to paragraph 2.
- C) Yes; it provides a better transition to the subtopic of paragraph 3.
- D) No; it introduces a detail that does not contribute to the main topic of the paragraph.



— 3 —

[1] **{8}** As funding for universal bed net distribution decrease, aid organizations must develop new and creative ways to allocate nets to the groups facing the greatest risk of contracting malaria. [2] Some African woman also use bed nets as wedding veils, as cultural practices remain a priority, despite the many health or economic woes facing these families. [3] In Kenya, pregnant women receive free insecticide-treated bed nets at prenatal clinics; this approach recognizes that pregnant women, along with their young children, are the most susceptible to malaria. [4] At clinics in Malawi, however, the women must pay a small fee for the bed nets. [5] If they pay for the bed nets, they are more likely to take care of them and use them for their intended purpose. [6] **{9}** The nets cost more in the cities than rural areas, allowing the profits from the city clinics to subsidize the low price of rural nets. **{10}**

— 4 —

Research shows that **{11}** when aid workers give away bed nets at no cost, they either end up on the black market or are otherwise used improperly. For instance, 70 percent of the recipients of free bed nets in Zambia did not use them; instead, Zambians used them as fishing nets rather than as a crucial protection against malaria because the population views hunger as a greater threat than disease. Participants in the Malawian program, however, report much better bed net usage after paying for them; the number of children under five years of age sleeping under a bed net increased from 8 percent in 2000 to 55 percent in 2004, proving that requiring payment for bed nets, though unorthodox, results in the highest usage rates for at-risk populations.

**8**

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- A) NO CHANGE
- B) As funding for universal bed net distribution decreases, aid organizations
- C) As funding, for universal bed net distribution, decrease, aid organizations
- D) As funding for universal bed net distribution decreases aid organizations

**9**

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- A) NO CHANGE
- B) The nets that cost more in the cities than rural areas
- C) The cost of nets is more in the cities than rural areas
- D) The nets cost more in the cities than in rural areas

**10**

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Choose the sentence that should be relocated to paragraph 4.

- A) sentence [1]
- B) sentence [2]
- C) sentence [3]
- D) sentence [4]

**11**

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- A) NO CHANGE
- B) when aid workers give away bed nets at no cost, they end up either
- C) when aid workers give away the bed nets, the nets either end up
- D) when aid workers give bed nets at no cost, they either end up



## Answer Key – 2016 SAT Writing and Language Test Practice Handout

- 1) B The “Because...malaria” clause modifies the first sentence and should be connected. No punctuation is required before *because*.
- 2) A No change
- 3) D Choice (D) improves the sentence by establishing parallel construction of the series and by replacing the unnecessarily complicated phrase.
- 4) D The plural pronoun antecedent *nets* requires the use of a plural pronoun.
- 5) C Choice (C) corrects the comma splice.
- 6) B The syntax of the original sentence requires a nonrestrictive clause, which requires both the use of the pronoun *which* and an introductory comma.
- 7) D Paragraph 2 describes the use of bed nets and the advantages of insecticide-impregnated nets over gross dissemination of insecticide. The proposed sentence introduces the effects of a specific insecticide on birds and the irrelevant fact that it is banned in the U.S., details neither mentioned or supported elsewhere in the passage.
- 8) B The single noun *funding* requires the use of the singular verb *decreases*.
- 9) D The preposition *in* is required to clarify that nets in the city cost more than other nets—not rural areas.
- 10) B Paragraph 3 discusses methods of distributing bed nets to disease-stricken populations. Sentence 2 describes unintended use of bed nets, which is covered in paragraph 4.
- 11) C The pronoun *they* is ambiguous in the original sentence and could refer to either the nets or the aid workers. In addition, the phrase “give away” renders the phrase “at no cost” redundant and unnecessary.