

English SAT Prep Course: Study Guide

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Week	Objectives	Videos	Testing	Scores	Homework
1	<ul style="list-style-type: none"> College Board and Khan Academy Registration Pre-assessment 	<ul style="list-style-type: none"> Overview of the NEW SAT (10 minutes) Format changes Content Changes 	Full Exam 1 Reading and Writing	Reading: _____ /52 Writing: _____ /44	Reading Diagnostic Quiz 1: _____ /10
2	<ul style="list-style-type: none"> Reading: Reading Questions Overview Reading: Science 	<ul style="list-style-type: none"> Intro to the Reading Test Science How To Part I Science How To Part II 	Reading: Science Practice	_____ /11	Continue Science Practice
3	<ul style="list-style-type: none"> Reading: Literature 	<ul style="list-style-type: none"> Literature How To Part I Literature How To Part II 	Reading: Literature Practice	_____ /11	Continue Literature Practice
4	<ul style="list-style-type: none"> Reading: History 	<ul style="list-style-type: none"> History How To Part I History How To Part II 	Reading: History Practice	_____ /11	Continue History Practice
5	<ul style="list-style-type: none"> Reading: Social Science 	<ul style="list-style-type: none"> Social Science How To Part I Social Science How To Part II 	Reading: Social Science Practice	_____ /11	Continue Social Science Practice. AND Reading Diagnostic Quiz 2: _____ /10 Compare Answers to Diagnostic Quiz 1
6	<ul style="list-style-type: none"> Writing: Argument 	<ul style="list-style-type: none"> Intro to the Writing Test Writing: Argument How to 	Writing: Argument Practice	_____ /11	Continue Argument Practice AND Writing Diagnostic Quiz 1 _____ /10
7	<ul style="list-style-type: none"> Writing: Informative 	<ul style="list-style-type: none"> Writing: Informative How to 	Writing: Informative Practice	_____ /11	Continue Informative Practice
8	<ul style="list-style-type: none"> Writing: Narrative 	<ul style="list-style-type: none"> Writing: Narrative How to 	Writing: Narrative Practice	_____ /11	Continue Narrative Practice

9	<ul style="list-style-type: none"> • Writing: Grammar and Effective Language 	<ul style="list-style-type: none"> • Writing: Grammar and Effective Language: <ol style="list-style-type: none"> 1. Precision and concision 2. Style and Tone 3. Syntax 4. End-of-Sentence Punctuation 5. Within-Sentence Punctuation 6. Sentence Boundaries 7. Subordination and Coordination 8. Parallel Structure 9. Modifier Placement 10. Shifts in Verb, tense, and Mood 11. Pronoun Clarity 12. Pronoun Agreement 13. Possessive Determiners 14. Subject-Verb Agreement 15. Noun Agreement 16. Frequently confused Words 17. Conventional Expression 18. Logical Comparison 19. Possessive Pronouns 20. Items in a Series 21. Nonrestrictive and Parenthetical Elements 	<ol style="list-style-type: none"> 1. _____ /5 2. _____ /5 3. _____ /5 4. _____ /5 5. _____ /5 6. _____ /5 7. _____ /5 8. _____ /5 9. _____ /5 10. _____ /5 11. _____ /5 12. _____ /5 13. _____ /5 14. _____ /5 15. _____ /5 16. _____ /5 17. _____ /5 18. _____ /5 19. _____ /5 20. _____ /5 21. _____ /5 	<p>Writing Diagnostic Quiz 2: _____/10</p> <p>Compare Answers to Diagnostic Quiz 1 and write a Reflection</p>	
10	<ul style="list-style-type: none"> • Essay 	<ul style="list-style-type: none"> • Content • Grading • Examples • How To Approach Essay 	<p>Timed Practice Essay</p>	<p>_____ /4</p> <p>_____ /4</p> <p>_____ /8</p>	<p>Continue Practice Essay</p>
11	<ul style="list-style-type: none"> • Final Full Exam 	<ul style="list-style-type: none"> • Final Assessment/ Comparison with First Full Exam from Week 1 	<p>Full Exam 1 Reading and Writing (100 minutes)</p>	<p>Reading: _____ /52</p> <p>Writing: _____ /44</p>	
12	<ul style="list-style-type: none"> • Tips and Tricks for Test Day 	<ul style="list-style-type: none"> • Test Day: What to expect and what to bring • Tips for Test Day 	<p>Review All Grades/Progress</p>		

WEEK 1:

Redesigned SAT Content and Format

The goal of the new SAT is to test relevant skills that you are learning in high school and will be encountering in college and beyond. Here are some of the new content areas and format changes you can expect to see on the SAT:

Content Changes

Words in context.

You will be tested on relevant words that appear frequently in high school and college-level texts.

Command of evidence.

The Evidence-Based Reading and Writing section of the SAT will ask you to analyze, synthesize, and interpret data from a wide range of sources. These sources include informational graphics, such as tables, charts, and graphs, as well as multi-paragraph passages in the areas of literature and literary nonfiction, the humanities, science, history and social studies, and on topics about work and career.

For every passage or pair of passages you'll see during the Reading Test, at least one question will ask you to identify which part of the text best supports the answer to the previous question. In other instances, you'll be asked to find the best answer to a question by pulling together information conveyed in words and graphics.

The Writing and Language Test also focuses on command of evidence. It will ask you to analyze a series of sentences or paragraphs and decide if it makes sense. Other questions ask you to interpret graphics and to edit a part of the accompanying passage so that it clearly and accurately communicates the information in the graphics. The SAT Essay also tests command of evidence. After reading a passage, you'll be asked to determine how the author builds an argument to persuade an audience through the use of evidence, reasoning, or stylistic and persuasive devices.

Essay Analyzing a Source.

The new Essay is optional and asks you to analyze how an author uses evidence, reasoning, and other stylistic evidence to craft a persuasive argument.

Math that Matters Most.

The Math Test focuses in-depth on three essential areas of math:

- Problem Solving and Data Analysis, Heart of Algebra, and Passport to Advanced Math.
- Problem Solving and Data Analysis includes using ratios, percentages, and proportional reasoning to solve problems in science, social science, and career contexts.
- The Heart of Algebra focuses on the mastery of linear equations and systems, which helps students develop key powers of abstraction.
- Passport to Advanced Math focuses on more complex equations and the manipulation they require.

Problems Grounded in Real-World Contexts.

Throughout the SAT (in the Math, Reading, and Writing and Language Tests), you will be asked questions grounded in the real world, directly related to work performed in college and career.

Analysis in Science and Analysis in History/Social Studies.

You will be asked to apply your knowledge in reading, writing, language, and math to answer questions in science and history/social studies contexts. Questions will require you to read and understand texts, and to synthesize information presented through texts and graphics.

Founding Documents and Great Global Conversations.

These Reading passages focus on major founding political documents and the great global conversations they inspire.

Format and Test Specification Changes

Length of the SAT.

The Redesigned SAT is 3 hours long + the optional 50-minute Essay Test.

Components.

There are three main components of the SAT:

- Math

- Evidence-Based Reading and Writing
 - Reading Test
 - Writing and Language Test
- Essay (Optional)

Scoring.

Redesigned SAT scoring is on a 400-1600 scale. There will also be subscore reporting for every test (Math, Reading, and Writing and Language) plus additional subscores to provide added insight into your test performance.

No Penalty for Guessing.

You will no longer have points deducted for wrong answers!

For details about what each section of the SAT contains, check out more articles and videos in Tips and Planning.

WEEKS 2-5 The SAT Reading Test

The purpose of the Reading Test is to assess your ability to read and interpret a variety of texts similar to the kinds you will find in college and your career.

All of the questions on the Reading Test are linked to a passage, a pair of passages, or a passage with an informational graphic or graphics (think tables, charts, and graphs). Each Reading Test consists of 5 passages with 10 - 11 questions per passage or pair of passages, for a total of 52 questions. You will have 65 minutes to complete the Reading Test.

Topics

Passages on the Reading test cover a range of topics under two main text types:

- Literary: Includes works of fiction from the U.S. and around the world.
- Informational: Includes science, social science, founding documents, and the great global conversations they inspire.

SAT Reading Test: Content Areas

Science

Includes passages that deal with information and ideas drawn from biology, chemistry, physics, and Earth science and their various subfields. Passages may discuss recent discoveries, interesting hypotheses and theories, and innovative research studies and methods. Science passages will sometimes include graphics or pairs of passages. Questions will ask you to determine relationships between the graphic or to analyze how two paired passages relate to one another.

U.S. and World Literature

Includes prose fiction texts, both contemporary and classic, by American and international authors. These texts may be intact short stories or passages from novels and short stories and written by either well-known or less well-known authors working in the eighteenth, nineteenth, twentieth, or twenty-first centuries.

History/Social Studies

The History/Social Studies domain comprises texts in two subareas: Social Science and Founding Documents/Great Global Conversation.

- The Social Science subarea includes passages that deal with information and ideas drawn from the fields of anthropology, communication studies, economics, education, human geography, law, linguistics, political science, psychology, and sociology and their various subfields. Social Science passages will sometimes include graphics or pairs of passages. Questions will ask you to determine relationships between the graphic or to analyze how two paired passages relate to one another.

The SAT Reading Test: Information and Ideas

One of these types of questions is **information and ideas: questions that focus on what the passage says (directly or indirectly)**.

Some sub-topics within Information and Ideas:

Reading Closely.

These questions will ask you to identify information and ideas explicitly stated in the text or to draw reasonable inferences and logical conclusions from the text. In some cases, the questions will ask you to apply information and ideas in a text to a new, analogous situation.

Citing textual evidence.

These questions will ask you to cite evidence within the text that best supports a given point or idea.

Determining central ideas and themes.

These questions will ask you to identify stated central themes or determine themes that are implied in the text.

Summarizing.

These questions will ask you to identify a reasonable summary of a text or key information and ideas in a text.

Understanding relationships.

These questions will ask you to identify relationships, either explained or implied in the text. The types of relationships explored may be between/among people, events, or ideas, and may be cause and effect, comparison/contrast, or sequence.

Interpreting words and phrases in context.

These questions will ask you to determine the meaning of words and phrases in the context of the passage.

The SAT Reading Test: Rhetoric

One of these question types is **rhetoric: questions that ask about how the author conveys meaning**.

A note on the images in this article: all Reading Test items will be associated with a passage, but the passages are not included here. Each question pictured is just one example of how items in that category can look.

Some sub-topics within rhetoric:

Analyzing word choice.

Questions will ask you to determine how specific words or phrases or the use of patterns of words and phrases creates meaning and tone in the passage.

Analyzing text structure.

Questions focus on the overall structure of a text and on analysis of the relationship between a particular part of the text (e.g., a sentence) and the whole text.

Analyzing point of view.

Questions will ask you to determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.

Analyzing purpose.

Questions will ask you to determine the main or most likely purpose of a text (typically, one or more paragraphs).

Analyzing arguments.

Questions will ask you to analyze arguments for their content and structure.

The SAT Reading Test: Synthesis

One of these types of questions is **synthesis: questions that ask you to draw conclusions and make connections between 2 related passages or between passages and informational graphics, which is new to the Redesigned SAT**.

A note on the images in this article: all Reading Test items will be associated with a passage, but the passages are not included here. Each question pictured is just one example of how items in that category can look.

Sub-topics within synthesis:

Analyzing multiple texts.

Questions will ask you to synthesize information from paired texts.

Analyzing quantitative information.

Questions will ask you to analyze information from graphs, charts, tables, and other graphics in relation to the text.

WEEKS 6-9

The SAT Writing and Language Test

The purpose of the Writing and Language Test is to assess your ability to revise and edit texts about a range of topics. Each Writing and Language Test consists of four passages with 11 questions each. You will have 35 minutes to complete the Writing and Language Test.

Passages on the Writing and Language Test cover a range of topics and vary in both format and content.

- Topics: History/Social Studies, Humanities, and Science passages typically look like short academic papers, while the Careers passages may explore specific job fields.

Text Type: There are three different text types for Writing and Language passages:

- 1) Argument passages take a strong position and use evidence to support a claim;
- 2) Narrative Nonfiction passages tell a story with a clear beginning, middle, and end; and
- 3) Informative or explanatory passages aim to educate the reader about a topic.

What the questions are asking.

Questions are divided into two broad types:

- Expression of Ideas questions will ask you to improve the effectiveness of communication in a piece of writing.
- Standard English Conventions questions will ask you to make sentences consistent with standard written English grammar, usage, and mechanics conventions.

A few more things to keep in mind . . .

- Many of the test questions rely on the context of the passage, so you may have to read more than the sentence that corresponds to the question to choose the best answer.
- When there are no additional directions or questions, assume that you have to choose the option that is most effective or correct.
- Some passages include one or more tables, graphs, or charts that relate to the topic of the passage. A graphic may provide additional support for a point made in the passage. Questions may ask you to use information from the graphic(s) to correct an error in the passage. You'll never have to make corrections to the graphic itself.

WEEK 10: The SAT Essay

The new SAT Essay is optional. To determine if you should take the test, first find out if any of the colleges or postsecondary institutions to which you're planning to apply require the Essay. If they don't, you may still want to consider writing the Essay as it will showcase your analytical and writing skills. **Each Essay consists of one passage between 650-750 words, which you will read and then respond to. You will have 50 minutes to complete the Essay.**

The purpose of the new SAT Essay is to assess your ability to analyze an author’s argument. To write a strong essay, you will need to focus on how the author uses evidence, reasoning, and other rhetorical techniques to build his or her argument and make it convincing.

Content

Topics. Passages will be “arguments written for a broad audience.” In other words, in each passage an author will present a claim and attempt to persuade the reader of its validity. You will not need prior knowledge about the topic in order to write the essay.

Your Essay. Your response to the passage will involve examining the author’s choices in presenting the argument, rather than the informational content of the passage. You will want to discuss how the author assembles the argument, rather than restate what the argument is.

The directions below are representative of what students will encounter on test day:

The essay gives you an opportunity to show how effectively you can read and comprehend a passage and write an essay analyzing the passage. In your essay, you should demonstrate that you have read the passage carefully, present a clear and logical analysis, and use language precisely.

Your essay must be written on the lines provided in your answer booklet; except for the planning page of the answer booklet, you will receive no other paper on which to write. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

You have 50 minutes to read the passage and write an essay in response to the prompt provided inside this booklet.

Do not write your essay in this booklet. Only what you write on the lined pages of your answer booklet will be evaluated. An off-topic essay will not be evaluated.

The student responses provided in the following set illustrate common score combinations earned on the redesigned SAT. Each response has received a separate score for each of the three domains assessed: Reading, Analysis, and Writing. The scores are presented in order by domain directly preceding each sample essay. Scores for the samples provided below were assigned on a 1-4 scale according to the redesigned SAT Essay Scoring Rubric. It is important to note that although these are representative samples of student ability at each score point, the set itself does not exhaustively illustrate the range of skills in Reading, Analysis, and Writing associated with each score point. Although all of the sample essays were handwritten by students, they are shown typed here for ease of reading. The essays have been typed exactly as each student wrote his or her essay, without corrections to spelling, punctuation, or paragraph breaks.

Prompt

As you read the passage below, consider how Paul Bogard uses:

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Adapted from Paul Bogard, “Let There Be Dark.” ©2012 by Los Angeles Times. Originally published December 21, 2012.

At my family’s cabin on a Minnesota lake, I knew woods so dark that my hands disappeared before my eyes. I knew night skies in which meteors left smoky trails across sugary spreads of stars. But now, when 8 of 10 children born in the United States will never know a sky dark enough for the Milky Way, I worry we are rapidly losing night’s natural darkness before realizing its worth. This winter solstice, as we cheer the days’ gradual movement back toward light, let us also remember the irreplaceable value of darkness.

All life evolved to the steady rhythm of bright days and dark nights. Today, though, when we feel the closeness of nightfall, we reach quickly for a light switch. And too little darkness, meaning too much artificial light at night, spells trouble for all.

Already the World Health Organization classifies working the night shift as a probable human carcinogen, and the American Medical Association has voiced its unanimous support for “light pollution reduction efforts and glare reduction efforts at both the national and state levels.” Our bodies need darkness to produce the hormone melatonin, which keeps certain cancers from developing, and our bodies need darkness for sleep. Sleep disorders have been linked to diabetes, obesity, cardiovascular disease and depression, and recent research suggests one main cause of “short sleep” is “long light.” Whether we work at night or simply take our tablets, notebooks and smartphones to bed, there isn’t a place for this much artificial light in our lives.

The rest of the world depends on darkness as well, including nocturnal and crepuscular species of birds, insects, mammals, fish and reptiles. Some examples are well known—the 400 species of birds that migrate at night in North America, the sea turtles that come ashore to lay their eggs—and some are not, such as the bats that save American farmers billions in pest control and the moths that pollinate 80% of the world’s flora. Ecological light pollution is like the bulldozer of the night, wrecking habitat and disrupting ecosystems several billion years in the making. Simply put, without darkness, Earth’s ecology would collapse....

In today’s crowded, louder, more fast-paced world, night’s darkness can provide solitude, quiet and stillness, qualities increasingly in short supply. Every religious tradition has considered darkness invaluable for a soulful life, and the chance to witness the universe has inspired artists, philosophers and everyday stargazers since time began. In a world awash with electric light...how would Van Gogh have given the world his “Starry Night”? Who knows what this vision of the night sky might inspire in each of us, in our children or grandchildren?

Yet all over the world, our nights are growing brighter. In the United States and Western Europe, the amount of light in the sky increases an average of about 6% every year. Computer images of the United States at night, based on NASA photographs, show that what was a very dark country as recently as the 1950s is now nearly covered with a blanket of light. Much of this light is wasted energy, which means wasted dollars. Those of us over 35 are perhaps among the last generation to have known truly dark nights. Even the northern lake where I was lucky to spend my summers has seen its darkness diminish.

It doesn’t have to be this way. Light pollution is readily within our ability to solve, using new lighting technologies and shielding existing lights. Already, many cities and towns across North America and Europe are changing to LED streetlights, which offer dramatic possibilities for controlling wasted light. Other communities are finding success with simply turning off portions of their public lighting after midnight. Even Paris, the famed “city of light,” which already turns off its monument lighting after 1 a.m., will this summer start to require its shops, offices and public buildings to turn off lights after 2 a.m. Though primarily designed to save energy, such reductions in light will also go far in addressing light pollution. But we will never truly address the problem of light pollution until we become aware of the irreplaceable value and beauty of the darkness we are losing.

Write an essay in which you explain how Paul Bogard builds an argument to persuade his audience that natural darkness should be preserved. In your essay, analyze how Bogard uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Bogard’s claims, but rather explain how Bogard builds an argument to persuade his audience.

In response to our world’s growing reliance on artificial light, writer Paul Bogard argues that natural darkness should be preserved in his article “Let There be dark”. He effectively builds his argument by using a personal anecdote, allusions to art and history, and rhetorical questions.

Bogard starts his article off by recounting a personal story – a summer spent on a Minnesota lake where there was “woods so dark that [his] hands disappeared before [his] eyes.” In telling this brief anecdote, Bogard challenges the audience to remember a time where they could fully amass themselves in natural darkness void of artificial light. By drawing in his readers with a personal encounter about night darkness, the author means to establish the potential for beauty, glamour, and awe-inspiring mystery that genuine darkness can possess. He builds his argument for the preservation of natural darkness by reminiscing for his readers a first-hand encounter that proves the “irreplaceable value of darkness.” This anecdote provides a baseline of sorts for readers to find credence with the author’s claims.

Bogard’s argument is also furthered by his use of allusion to art – Van Gogh’s “Starry Night” – and modern history – Paris’ reputation as “The City of Light”. By first referencing “Starry Night”, a painting generally considered to be undoubtedly beautiful, Bogard establishes that the natural magnificence of stars in a dark sky is definite. A world absent of excess artificial light could potentially hold the key to a grand, glorious night sky like Van Gogh’s according to the writer. This urges the

readers to weigh the disadvantages of our world consumed by unnatural, vapid lighting. Furthermore, Bogard's alludes to Paris as "the famed 'city of light'". He then goes on to state how Paris has taken steps to exercise more sustainable lighting practices. By doing this, Bogard creates a dichotomy between Paris' traditionally alluded-to name and the reality of what Paris is becoming – no longer "the city of light", but moreso "the city of light...before 2 AM". This furthers his line of argumentation because it shows how steps can be and are being taken to preserve natural darkness. It shows that even a city that is literally famous for being constantly lit can practically address light pollution in a manner that preserves the beauty of both the city itself and the universe as a whole.

Finally, Bogard makes subtle yet efficient use of rhetorical questioning to persuade his audience that natural darkness preservation is essential. He asks the readers to consider "what the vision of the night sky might inspire in each of us, in our children or grandchildren?" in a way that brutally plays to each of our emotions. By asking this question, Bogard draws out heartfelt ponderance from his readers about the affecting power of an untainted night sky. This rhetorical question tugs at the readers' heartstrings; while the reader may have seen an unobscured night skyline before, the possibility that their child or grandchild will never get the chance sways them to see as Bogard sees. This strategy is definitively an appeal to pathos, forcing the audience to directly face an emotionally-charged inquiry that will surely spur some kind of response. By doing this, Bogard develops his argument, adding gutthral power to the idea that the issue of maintaining natural darkness is relevant and multifaceted.

Writing as a reaction to his disappointment that artificial light has largely permeated the prescence of natural darkness, Paul Bogard argues that we must preserve true, unaffected darkness. He builds this claim by making use of a personal anecdote, allusions, and rhetorical questioning.

Reading—4: This response demonstrates thorough comprehension of the source text through skillful use of paraphrases and direct quotations. The writer briefly summarizes the central idea of Bogard's piece (*natural darkness should be preserved; we must preserve true, unaffected darkness*), and presents many details from the text, such as referring to the personal anecdote that opens the passage and citing Bogard's use of *Paris' reputation as "The City of Light."* There are few long direct quotations from the source text; instead, the response succinctly and accurately captures the entirety of Bogard's argument in the writer's own words, and the writer is able to articulate how details in the source text interrelate with Bogard's central claim. The response is also free of errors of fact or interpretation. Overall, the response demonstrates advanced reading comprehension.

Analysis—4: This response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task. In analyzing Bogard's use of *personal anecdote, allusions to art and history, and rhetorical questions*, the writer is able to explain carefully and thoroughly how Bogard builds his argument over the course of the passage. For example, the writer offers a possible reason for why Bogard chose to open his argument with a personal anecdote, and is also able to describe the overall effect of that choice on his audience (*In telling this brief anecdote, Bogard challenges the audience to remember a time where they could fully amass themselves in natural darkness void of artificial light. By drawing in his readers with a personal encounter...the author means to establish the potential for beauty, glamour, and awe-inspiring mystery that genuine darkness can possess.... This anecdote provides a baseline of sorts for readers to find credence with the author's claims*). The cogent chain of reasoning indicates an understanding of the overall effect of Bogard's personal narrative both in terms of its function in the passage and how it affects his audience. This type of insightful analysis is evident throughout the response and indicates advanced analytical skill.

Writing—4: The response is cohesive and demonstrates highly effective use and command of language. The response contains a precise central claim (*He effectively builds his argument by using personal anecdote, allusions to art and history, and rhetorical questions*), and the body paragraphs are tightly focused on those three elements of Bogard's text. There is a clear, deliberate progression of ideas within paragraphs and throughout the response. The writer's brief introduction and conclusion are skillfully written and encapsulate the main ideas of Bogard's piece as well as the overall structure of the writer's analysis. There is a consistent use of both precise word choice and well-chosen turns of phrase (*the natural magnificence of stars in a dark sky is definite, our world consumed by unnatural, vapid lighting, the affecting power of an untainted night sky*). Moreover, the response features a wide variety in sentence structure and many examples of sophisticated sentences (*By doing this, Bogard creates a dichotomy between Paris' traditionally alluded-to name and the reality of what Paris is becoming – no longer "the city of light", but moreso "the city of light...before 2AM"*). The response demonstrates a strong command of the conventions of written English. Overall, the response exemplifies advanced writing proficiency.

Paul Bogard strongly believes that natural darkness should be preserved. In order to prove the need for natural darkness, Bogard divides his argument into three main topics, saying that natural darkness is beneficial to humans, essential to humans, and essential to ecosystems.

According to Bogard, natural darkness can be a positive help to humans. One of the ways it can accomplish this is by giving enjoyment to onlookers. To supplant this, Bogard gives a personal example of how he enjoyed seeing meteors dart across the night sky in Minnesota as a child. Also he states that natural darkness can be a source of solitude. Supporting this claim, Bogard states that darkness is invaluable to every religion. Additionally Bogard says that the night sky has inspired countless numbers of philosophers, artists, and stargazers for millennia. He then gives an appealing allusion by asking how Van Gogh could have painted “Starry Night” in the mist of electric light. One of Bogard’s primary arguments for natural darkness shows how it can benefit humans.

Bogard then gives a scientific case that shows why natural darkness is essential to humans. He states a find of the World Health Organization that declares the night shift can be detrimental to one’s health. He points to the necessity of darkness in producing melatonin, a hormone that helps prevent certain cancers from developing in the human body. Bogard then concludes his argument that darkness is essential to human well-being by analyzing sleep. He first makes the obvious claim that darkness is essential for sleep. Then, he talks about the negative health effects of sleep disorders; these include “diabetes, obesity, cardiovascular disease and depression.” To associate this with his argument for natural darkness, Bogard states the findings of recent research, which say that “long light” is one of the primary causes of “short sleep.” Bogard uses scientific evidence to support his belief in the preservation of natural darkness.

Bogard’s third primary defense of natural darkness declares that it is essential to nature. He notes that there are a variety of nocturnal and crepuscular species of birds, fish, mammals, insects, and reptiles worldwide. He gives two specific, well-known examples of these species; these discussed the 400 species of North American birds that migrate at night and the sea turtles that lay their eggs on the shore at night. He also gives a couple of lesser-known examples, involving bats and moths that show the positive actions that some nocturnal animals perform. He then concludes his argument for nocturnal darkness necessary to nature with persuasion, saying that removing natural darkness would essentially destroy an ecology that took billions of years to develop. Here, Bogard uses scientific fact to prove that natural darkness is a key to nature and ecology. Paul Bogard supports the preservation of natural darkness. He uses an argument to support his position that has three primary points—benefit to humans, need for humans and need for nature.

This response scored a 4/1/3.

Reading—4: This response demonstrates thorough comprehension of Bogard’s text and a clear understanding of the interrelation between the central idea and important details. The writer briefly summarizes Bogard’s central idea (natural darkness should be preserved) and aptly notes that Bogard’s argument encompasses three main points: that natural darkness is beneficial to humans, essential to humans, and essential to ecosystems. The writer provides various details from the text that support these points. In the first body paragraph, for example, the writer demonstrates comprehension of how Bogard’s personal example of how he enjoyed seeing meteors dart across the night sky in Minnesota as a child relates to his claim that natural darkness can give enjoyment to onlookers. The writer also sees the connection between darkness as a source of solitude and it inspiring countless numbers of philosophers, artists, and stargazers for millennia. Providing these details highlights the writer’s understanding of Bogard’s claim that natural darkness can benefit humans. The writer continues to demonstrate how details in Bogard’s text relate to each other and to his central idea in the subsequent discussion of how darkness is essential to humans’ health and to nature. Although little is directly quoted from the text, the writer’s thorough paraphrasing of multiple details taken from across the passage indicates that the writer comprehensively understands Bogard’s argument and is able to convey it in his own words.

Analysis—1: The response offers ineffective analysis of Bogard’s text and demonstrates little understanding of the analytical task. Although clearly comprehending the entirety of Bogard’s argument, the writer does not communicate how Bogard builds his argument with evidence, reasoning, or stylistic or persuasive elements, nor does the writer communicate what effect Bogard’s argumentation has on his audience. Instead of providing effective analysis, the writer only identifies argumentative elements in Bogard’s text, such as the appealing allusion Bogard offers regarding Van Gogh’s *Starry Night* or the scientific evidence Bogard uses to support his belief in the preservation of natural darkness. The writer instead consistently lapses into summary. Overall, the response demonstrates inadequate analysis.

Writing—3: This mostly cohesive response demonstrates effective use and control of language. The writer presents an effective introduction with a clear central claim that lays out the three points discussed in the response (In order to prove the need for natural darkness, Bogard divides his argument into three main topics, saying that natural darkness is beneficial to humans, essential to humans, and essential to the ecosystem). The response also includes an generally effective conclusion that summarizes rather than advances the essay (Paul Bogard supports the preservation of natural darkness. He uses an argument to support his position that has three primary points—benefit to humans, need for humans and need for nature) although the conclusion is not marked off by a paragraph break. The response is organized clearly around the three points identified in the introduction, and each body paragraph stays on-topic. The writer also demonstrates a clear progression of ideas both within paragraphs and throughout the essay. Sentence structure tends to be repetitive and simple, however. For

example, at or near the end of each body paragraph, the writer restates the point that introduces that paragraph (Bogard then gives a scientific case that shows why natural darkness is essential to humans.... Bogard uses scientific evidence to support his belief in the preservation of natural darkness). Although the writing in this response is proficient, it does not demonstrate the sentence variety, precise word choice, or highly effective progression of ideas that is expected at the advanced level.

In Paul Bogard's essay "Let there be Dark" he emphasizes the importance of natural darkness. Bogard begins his argument by first providing a story from his personal experience, appealing to the reader by adding imagery. "I knew night skies in which meteors left smoky trails across sugary spreads of stars." In this sentence, Bogard depicts the beauty of natural darkness using detail. Bogard continues with comparing his personal perspective of natural darkness in the past to society's perspective in the present. "Today, though, when we feel the closeness of night fall, we reach quickly for a light switch." Implying that the times have definitely changed and natural darkness's value has been lost in society, replaced with artificial light. This example gives Bogard a sense of voice and his use of comparison is definitely effective.

Bogard supports his claims about natural darkness's underrated value by providing the reader with evidence of health problems that the opposite replacement, artificial light, can cause. "Our bodies need darkness to produce the hormone melatonin, which keeps certain cancers from developing." Oh, no! Not cancer! Right there is a quick attention grabber to any reader previously bored by Bogard's constant opinions because now there are facts, and a fact relating to the reader is the best persuasion, especially when it relates to their health or well-being. Cancer, because who wants a terminal illness over an action as simple as flipping a switch on a night light when it's too dark for your comfort?

This response scored a 2/2/2.

Reading—2: This writer demonstrates some comprehension of the passage. In the first paragraph, the writer conveys the passage's broad central point—the importance of natural darkness. The writer also shows an understanding of the comparison Bogard draws between his own past and the present day (the times have definitely changed and natural darkness's value has been lost in society, replaced with artificial light). In the paragraph that follows, the writer briefly cites Bogard's point about the negative health implications of too much artificial light. However, this is the last evidence of understanding the writer provides, as the essay ends almost immediately afterward. Overall, the writer has demonstrated partial understanding of the source text.

Analysis—2: The response offers some limited analysis of the source text, demonstrating partial understanding of the analytical task. The writer identifies Bogard's use of imagery in the story of meteors in the night sky and then asserts that this imagery appeals to reader, but the writer offers no further discussion of Bogard's use of imagery or how imagery contributes to his argument. The writer also refers to the comparison Bogard makes between his youth and current times and says that the comparison gives Bogard a sense of voice, but the writer doesn't explain why this comparison contributes to an authorial voice or how establishing a particular voice serves Bogard's argument. The writer offers one additional point of analysis, asserting that Bogard's reference to cancer is a quick attention grabber and that the use of a fact relating to the reader is the best persuasion, especially when it relates to their health or well-being. However, the writer does not elaborate on this point. In each instance of analysis in this short response, the writer identifies the use of evidence or rhetorical features, but asserts rather than explains the importance of those elements. Overall, this response demonstrates partially successful analysis.

Writing—2: This response demonstrates limited cohesion and some skill in the use of language. Although the writer offers a central claim that guides the essay, there is no indication of an introduction or conclusion to frame ideas. Overall, sentences are clear and the writer generally observes the conventions of standard written English. However, by the end of this short response, the writer has deviated from a formal style and objective tone (Oh, no! Not cancer! Right there is a quick attention grabber to any reader previously bored by Bogard's constant opinions). The essay abruptly concludes with a rhetorical question that also somewhat strays from a formal tone (Cancer, because who wants a terminal illness over an action as simple as flipping a switch on a night light when it's too dark for your comfort?). On the whole, this response offers some evidence of cohesion and control of language.