

# SAT Prep

## Craft and Structure 2



# Craft and Structure 2

Content Domain	Skill/Knowledge Testing Points	Operational Question Distribution
Information and Ideas	<ul style="list-style-type: none"><li>• Central Ideas and Details</li><li>• Inference</li><li>• Command of Evidence:</li><li>• Textual &amp; Quantitative</li></ul>	≈26% /12–14 questions
Craft & Structure	<ul style="list-style-type: none"><li>• Words in Context</li><li>• Text Structure and Purpose</li><li>• Cross-Text Connections</li></ul>	≈28% /13–15 questions
Expression of Idea	<ul style="list-style-type: none"><li>• Rhetorical Synthesis</li><li>• Transitions</li></ul>	≈20% /8–12 questions
Standard English Conventions	<ul style="list-style-type: none"><li>• Boundaries</li><li>• Form, Structure, and Sense</li></ul>	≈26% /11–15 questions

# Craft and Structure 2

## Topic

- Cross-Text Connections

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- **Cross-Text Connections**

### What are "Cross-text Connections" questions?

On the Reading and Writing section of your SAT, some questions will present two short texts for you to read. The question will then ask you to **compare the points of view** of the authors of the two texts.



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## Sample Question:

### Text 1

What factors influence the abundance of species in a given ecological community? Some theorists have argued that historical diversity is a major driver of how diverse an ecological community eventually becomes: differences in community diversity across otherwise similar habitats, in this view, are strongly affected by the number of species living in those habitats at earlier times.

### Text 2

In 2010, a group of researchers including biologist Carla Cáceres created artificial pools in a New York forest. They stocked some pools with a diverse mix of zooplankton species and others with a single zooplankton species and allowed the pool communities to develop naturally thereafter. Over the course of four years, Cáceres and colleagues periodically measured the species diversity of the pools, finding—contrary to their expectations—that by the end of the study, there was little to no difference in the pools’ species diversity.

**Based on the texts, how would Cáceres and colleagues (Text 2) most likely describe the view of the theorists presented in Text 1?**

- A. It is largely correct, but it requires a minor refinement in light of the research team’s results.
- B. It is not compelling as a theory regardless of any experimental data collected by the research team.
- C. It may seem plausible, but it is not supported by the research team’s findings.
- D. It probably holds true only in conditions like those in the research team’s study.



# Craft and Structure 2

## How should we think about cross-text connection questions?

Cross-text connection questions give us twice as much text to consider, but both texts will cover the same subject, and this close interrelation means that each text will build your understanding of the other. Additionally, cross-text connection questions will always focus on **point of view**, which allows us to read the passages with this particular aspect in mind.

### Point of view

**Point of view** refers to the opinions and perspectives of a given person. In the context of the SAT, the point of view we'll tend to focus on is that of the *author of the passage* or that of *specific individuals named in the passage*. Once we've identified the individuals whose points of view the question asks about, we'll usually need to consider **whether those points of view agree or disagree**.

Remember, the points of view we identify **must be directly supported by the text**. Avoid choices that express opinions *that are too extreme, that swap the points of view of different people, or that make claims that go beyond the specific focus of the text*.

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## How to approach Cross-Text Connections questions

To solve Cross-Text Connections questions, consider following these steps:

### **Step 1:** *Summarize the texts*

Read each passage closely and summarize the ideas you encounter. Try to boil each text down to one or two simple points. Give some extra attention to the point of view expressed in each text: you know the question will focus on it!

If a passage introduces a particular person, it's a good idea to focus on the opinions of that person.

By the end of this step, you should have a short summary in mind for each of the two texts.

### **Step 2:** *Determine the relationship*

Now that you have summarized the points of view that the question focuses on, you must determine how those summaries relate to one another.

- Do the points of view agree?
- Do they disagree?
- Does one point of view elaborate on or modify the other?

Answering these questions should allow you to determine how the two texts are connected to each other, and how the ideas they contain interact. Once we can state this relationship in our own words, we can move on to the next step.

### **Step 3:** *Test the choices*

Compare your results to each of the choices. Which choice most closely matches the relationship between the points of view that you identified? You can select this choice with confidence!

If you're still struggling to decide between the choices, try eliminating choices that go beyond what is expressed by the text or that exaggerate how extreme different points of view might be. Remember, the correct answer will be **directly supported**.

# Craft and Structure 2

## Tips and Strategies

### Look for positives (+) and negatives (–)

Pay attention to the specific words used in a text. Are the words positive, negative, or neutral? Word choice that reveals a particular tone or attitude is highly useful for identifying a point of view because it can tell us *how the author (or whoever else we're focused on) feels* about the subject being discussed. Positive and negative words can be particularly useful when looking for agreement or disagreement.

### Stick to the text

Avoid choices that go beyond what's directly stated in the text. While it might be tempting to infer what an author's opinion *might* be, incorrect choices will frequently make claims that are too extreme or that cover cases not explicitly covered in the text. Don't fall into these traps!





# Craft and Structure 2

## 1. Text 1

The idea that time moves in only one direction is instinctively understood, yet it puzzles physicists. According to the second law of thermodynamics, at a macroscopic level, some processes of heat transfer are irreversible due to the production of entropy—after a transfer, we cannot rewind time and place molecules back exactly where they were before, just as we cannot unbreak dropped eggs. But laws of physics at a microscopic or quantum level hold that those processes should be reversible.

## Text 2

In 2015, physicists Tiago Batalhão et al. performed an experiment in which they confirmed the irreversibility of thermodynamic processes at a quantum level, producing entropy by applying a rapidly oscillating magnetic field to a system of carbon-13 atoms in liquid chloroform. But the experiment “does not pinpoint ... what causes [irreversibility] at the microscopic level,” coauthor Mauro Paternostro said.

**Based on the texts, what would the author of Text 1 most likely say about the experiment described in Text 2?**

- A. It is consistent with the current understanding of physics at a microscopic level but not at a macroscopic level.
- B. It provides empirical evidence that the current understanding of an aspect of physics at a microscopic level must be incomplete.
- C. It supports a claim about an isolated system of atoms in a laboratory, but that claim should not be extrapolated to a general claim about the universe.
- D. It would suggest an interesting direction for future research were it not the case that two of the physicists who conducted the experiment disagree on the significance of its findings.



# Craft and Structure 2

## 2. Text 1

Because literacy in Nahuatl script, the writing system of the Aztec Empire, was lost after Spain invaded central Mexico in the 1500s, it is unclear exactly how meaning was encoded in the script's symbols. Although many scholars had assumed that the symbols signified entire words, linguist Alfonso Lacadena theorized in 2008 that they signified units of language smaller than words: individual syllables.

## Text 2

The growing consensus among scholars of Nahuatl script is that many of its symbols could signify either words or syllables, depending on syntax and content at any given site within a text. For example, the symbol signifying the word *huipil* (blouse) in some contexts could signify the syllable “pil” in others, as in the place name “Chipiltepec.” Thus, for the Aztecs, reading required a determination of how such symbols functioned each time they appeared in a text.

**Based on the texts, how would the author of Text 2 most likely characterize Lacadena's theory, as described in Text 1?**

- A. By praising the theory for recognizing that the script's symbols could represent entire words
- B. By arguing that the theory is overly influenced by the work of earlier scholars
- C. By approving of the theory's emphasis on how the script changed over time
- D. By cautioning that the theory overlooks certain important aspects of how the script functioned



# Craft and Structure 2

## 3. Text 1

A team led by Bernardo Strassburg has found that rewilding farmland (returning the land to its natural state) could help preserve biodiversity and offset carbon emissions. The amount of farmland that would need to be restored, they found, is remarkably low. Rewilding a mere 15% of the world’s current farmland would prevent 60% of expected species extinctions and help absorb nearly 299 gigatons of carbon dioxide—a clear win in the fight against the biodiversity and climate crises.

## Text 2

While Strassburg’s team’s findings certainly offer encouraging insight into the potential benefits of rewilding, it’s important to consider potential effects on global food supplies. The researchers suggest that to compensate for the loss of food-producing land, remaining farmland would need to produce even more food. Thus, policies focused on rewilding farmland must also address strategies for higher-yield farming.

**Which choice best describes a difference in how the author of Text 1 and the author of Text 2 view Strassburg’s team’s study?**

- A. The author of Text 2 approaches the study’s findings with some caution, whereas the author of Text 1 is optimistic about the reported potential environmental benefits.
- B. The author of Text 2 claims that the percentage of farmland identified by Strassburg’s team is too low for rewilding to achieve meaningful results, whereas the author of Text 1 thinks the percentage is sufficient.
- C. The author of Text 2 focuses on rewilding’s effect on carbon emissions, whereas the author of Text 1 focuses on its effect on biodiversity.
- D. The author of Text 2 believes that the results described by Strassburg’s team are achievable in the near future, whereas the author of Text 1 argues that they likely aren’t.



# Craft and Structure 2

## 4. Text 1

Despite its beautiful prose, *The Guns of August*, Barbara Tuchman's 1962 analysis of the start of World War I, has certain weaknesses as a work of history. It fails to address events in Eastern Europe just before the outbreak of hostilities, thereby giving the impression that Germany was the war's principal instigator. Had Tuchman consulted secondary works available to her by scholars such as Luigi Albertini, she would not have neglected the influence of events in Eastern Europe on Germany's actions.

## Text 2

Barbara Tuchman's *The Guns of August* is an engrossing if dated introduction to World War I. Tuchman's analysis of primary documents is laudable, but her main thesis that European powers committed themselves to a catastrophic outcome by refusing to deviate from military plans developed prior to the conflict is implausibly reductive.

**Which choice best describes a difference in how the authors of Text 1 and Text 2 view Barbara Tuchman's *The Guns of August*?**

- A. The author of Text 1 believes that the scope of Tuchman's research led her to an incorrect interpretation, while the author of Text 2 believes that Tuchman's central argument is overly simplistic.
- B. The author of Text 1 argues that Tuchman should have relied more on the work of other historians, while the author of Text 2 implies that Tuchman's most interesting claims result from her original research.
- C. The author of Text 1 asserts that the writing style of *The Guns of August* makes it worthwhile to read despite any perceived deficiency in Tuchman's research, while the author of Text 2 focuses exclusively on the weakness of Tuchman's interpretation of events.
- D. The author of Text 1 claims that Tuchman would agree that World War I was largely due to events in Eastern Europe, while the author of Text 2 maintains that Tuchman would say that Eastern European leaders were not committed to military plans in the same way that other leaders were.



# Craft and Structure 2

## 5. Text 1

For decades, bluegrass musicians have debated whether their genre should exclude influences from mainstream genres such as rock. Many insist that bluegrass is defined by its adherence to the folk music of the US South, out of which bluegrass emerged. Such “purists,” as they are known, regard the recordings of Bill Monroe, which established the bluegrass sound in the 1940s, as a standard against which the genre should still be measured.

## Text 2

Bluegrass isn’t simply an extension of folk traditions into the era of recorded music. In reality, Bill Monroe created the bluegrass sound in the 1940s by combining Southern folk music with commercial genres that had arisen only a few decades before, such as jazz and the blues. Since bluegrass has always been a mixed genre, contemporary bluegrass musicians should not be forbidden from incorporating into it influences from rock and other mainstream genres.

**Based on the texts, how would the author of Text 2 most likely regard the perspective of bluegrass purists, as described in Text 1?**

- A. As inconsistent, since bluegrass purists themselves enjoy other musical genres.
- B. As unrealistic, since bluegrass purists have no way of enforcing their musical preferences.
- C. As shortsighted, because bluegrass could enlarge its audience by including influences from mainstream genres.
- D. As illogical, because the purists overlook crucial aspects of how the bluegrass sound first originated.



# Craft and Structure 2

## 6. Text 1

Dance choreographer Alvin Ailey’s deep admiration for jazz music can most clearly be felt in the rhythms and beats his works were set to. Ailey collaborated with some of the greatest jazz legends, like Charles Mingus, Charlie Parker, and perhaps his favorite, Duke Ellington. With his choice of music, Ailey helped bring jazz to life for his audiences.

## Text 2

Jazz is present throughout Ailey’s work, but it’s most visible in Ailey’s approach to choreography. Ailey often incorporated improvisation, a signature characteristic of jazz music, in his work. When managing his dance company, Ailey rarely forced his dancers to an exact set of specific moves. Instead, he encouraged his dancers to let their own skills and experiences shape their performances, as jazz musicians do.

**Based on the texts, both authors would most likely agree with which statement?**

- A. Audiences were mostly unfamiliar with the jazz music in Ailey’s works.
- B. Ailey’s work was strongly influenced by jazz.
- C. Dancers who worked with Ailey greatly appreciated his supportive approach as a choreographer.
- D. Ailey blended multiple genres of music together when choreographing dance pieces.



# Craft and Structure 2

## 7. Text 1

Soy sauce, made from fermented soybeans, is noted for its umami flavor. Umami—one of the five basic tastes along with sweet, bitter, salty, and sour—was formally classified when its taste receptors were discovered in the 2000s. In 2007, to define the pure umami flavor scientists Rie Ishii and Michael O’Mahony used broths made from shiitake mushrooms and kombu seaweed, and two panels of Japanese and US judges closely agreed on a description of the taste.

## Text 2

A 2022 experiment by Manon Jünger et al. led to a greater understanding of soy sauce’s flavor profile. The team initially presented a mixture of compounds with low molecular weights to taste testers who found it was not as salty or bitter as real soy sauce. Further analysis of soy sauce identified proteins, including dipeptides, that enhanced umami flavor and also contributed to saltiness. The team then made a mix of 50 chemical compounds that re-created soy sauce’s flavor.

**Based on the texts, if Ishii and O’Mahony (Text 1) and Jünger et al. (Text 2) were aware of the findings of both experiments, they would most likely agree with which statement?**

The broths in the 2007 experiment most likely did not have a substantial amount of the dipeptides that played a key part in the 2022 experiment.

- A. On average, the diets of people in the United States tend to have fewer foods that contain certain dipeptides than the diets of people in Japan have.
- B. Chemical compounds that activate both the umami and salty taste receptors tend to have a higher molecular weight than those that only activate umami taste receptors.
- C. Fermentation introduces proteins responsible for the increase of umami flavor in soy sauce, and those proteins also increase the perception of saltiness.



# Craft and Structure 2

## 8. Text 1

Although food writing is one of the most widely read genres in the United States, literary scholars have long neglected it. And within this genre, cookbooks attract the least scholarly attention of all, regardless of how well-written they may be. This is especially true of works dedicated to regional US cuisines, whose complexity and historical significance are often overlooked.

## Text 2

With her 1976 cookbook *The Taste of Country Cooking*, Edna Lewis popularized the refined Southern cooking she had grown up with in Freetown, an all-Black community in Virginia. She also set a new standard for cookbook writing: the recipes and memoir passages interspersing them are written in prose more elegant than that of most novels. Yet despite its inarguable value as a piece of writing, Lewis's masterpiece has received almost no attention from literary scholars.

**Based on the two texts, how would the author of Text 1 most likely regard the situation presented in the underlined sentence in Text 2?**

- A. As typical, because scholars are dismissive of literary works that achieve popularity with the general public.
- B. As unsurprising, because scholars tend to overlook the literary value of food writing in general and of regional cookbooks in particular.
- C. As justifiable, because Lewis incorporated memoir into *the taste of country cooking*, thus undermining its status as a cookbook.
- D. As inevitable, because *the taste of country cooking* was marketed to readers of food writing and not to readers of other genres.





# Craft and Structure 2

## 9. Text 1

Today the starchy root cassava is found in many dishes across West Africa, but its rise to popularity was slow. Portuguese traders brought cassava from Brazil to the West African coast in the 1500s. But at this time, people living in the capitals further inland had little contact with coastal communities. Thus, cassava remained relatively unknown to most of the region's inhabitants until the 1800s.

## Text 2

Cassava's slow adoption into the diet of West Africans is mainly due to the nature of the crop itself. If not cooked properly, cassava can be toxic. Knowledge of how to properly prepare cassava needed to spread before the food could grow in popularity. The arrival of formerly enslaved people from Brazil in the 1800s, who brought their knowledge of cassava and its preparation with them, thus directly fueled the spread of this crop.

**Based on the texts, the author of Text 1 and the author of Text 2 would most likely agree with which statement?**

- A. The climate of the West African coast in the 1500s prevented cassava's spread in the region.
- B. Several of the most commonly grown crops in West Africa are originally from Brazil.
- C. The most commonly used methods to cook cassava today date to the 1500s.
- D. Cassava did not become a significant crop in West Africa until long after it was first introduced.



# Craft and Structure 2

## 10. Text 1

Philosopher G.E. Moore’s most influential work entails the concept of common sense. He asserts that there are certain beliefs that all people, including philosophers, know instinctively to be true, whether or not they profess otherwise: among them, that they have bodies, or that they exist in a world with other objects that have three dimensions. Moore’s careful work on common sense may seem obvious but was in fact groundbreaking.

## Text 2

External world skepticism is a philosophical stance supposing that we cannot be sure of the existence of anything outside our own minds. During a lecture, G.E. Moore once offered a proof refuting this stance by holding out his hands and saying, “Here is one hand, and here is another.” Many philosophers reflexively reject this proof (Annalisa Coliva called it “an obviously annoying failure”) but have found it a challenge to articulate exactly why the proof fails.

**Based on the texts, how would the author of Text 1 most likely respond to proponents of the philosophical stance outlined in Text 2?**

- A. By pointing out that Moore would assert that external world skepticism is at odds with other beliefs those proponents must unavoidably hold
- B. By arguing that if it is valid to assert that some facts are true based on instinct, it is also valid to assert that some proofs are inadequate based on instinct
- C. By agreeing with those proponents that Moore’s treatment of positions that contradict his own is fundamentally unserious
- D. By suggesting that an instinctive distaste for Moore’s position is preventing external world skeptics from constructing a sufficiently rigorous refutation of Moore



# Craft and Structure 2

## 11.Text 1

In 2021, a team led by Amir Siraj hypothesized that the Chicxulub impactor—the object that struck the Yucatán Peninsula sixty-six million years ago, precipitating the mass extinction of the dinosaurs—was likely a member of the class of long-period comets. As evidence, Siraj cited the carbonaceous chondritic composition of samples from the Chicxulub impact crater as well as of samples obtained from long-period comet Wild 2 in 2006.

## Text 2

Although long-period comets contain carbonaceous chondrites, asteroids are similarly rich in these materials. Furthermore, some asteroids are rich in iridium, as Natalia Artemieva points out, whereas long-period comets are not. Given the prevalence of iridium at the crater and, more broadly, in geological layers deposited worldwide following the impact, Artemieva argues that an asteroid is a more plausible candidate for the Chicxulub impactor.

**Based on the texts, how would Artemieva likely respond to Siraj’s hypothesis, as presented in Text 1?**

- A. By insisting that it overestimates how representative Wild 2 is of long-period comets as a class
- B. By arguing that it does not account for the amount of iridium found in geological layers dating to the Chicxulub impact
- C. By praising it for connecting the composition of Chicxulub crater samples to the composition of certain asteroids
- D. By concurring that carbonaceous chondrites are prevalent in soil samples from sites distant from the Chicxulub crater



# Craft and Structure 2

## 12.Text 1

Historians studying pre-Inca Peru have looked to ceramic vessels to understand daily life among the Moche people. These mold-made sculptures present plants, animals, and human faces in precise ways—vessels representing human faces are so detailed that scholars have interpreted facial markings to represent scars and other skin irregularities. Some historians have even used these objects to identify potential skin diseases that may have afflicted people at the time.

## Text 2

Art historian and archaeologist Lisa Trever has argued that the interpretation of Moche “portrait” vessels as hyper-realistic portrayals of identifiable people may inadvertently disregard the creativity of the objects’ creators. Moche ceramic vessels, Trever argues, are artworks in which sculptors could free their imagination, using realistic objects and people around them as inspiration to explore more abstract concepts.

**Based on the texts, what would Lisa Trever (Text 2) most likely say about the interpretation presented in the underlined portion of Text 1?**

- A. Markings on depictions of human faces are not necessarily intended to portray particular details about the physical appearance of individuals.
- B. Some vessels may have been damaged during their excavation and thus provide little insight into Moche culture.
- C. Depictions of human faces are significantly more realistic than depictions of plants and other animals are.
- D. It is likely that some depictions of human faces with extensive markings are intended to portray the same historical individual.





*Thank you*