

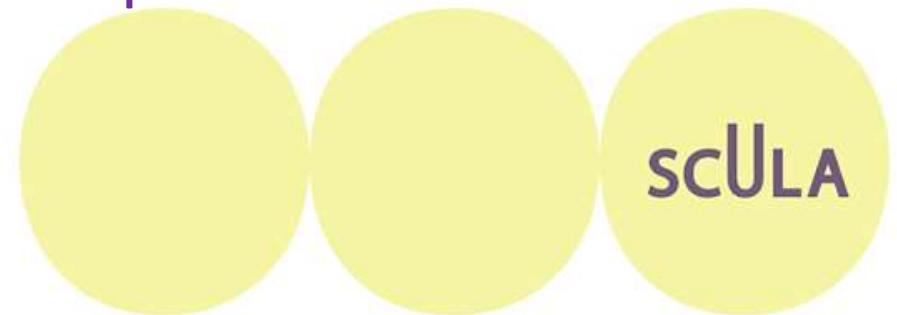
SAT READING & WRITING SECTION

Cross-Text Connections



WALKTHROUGH OF THE SESSION

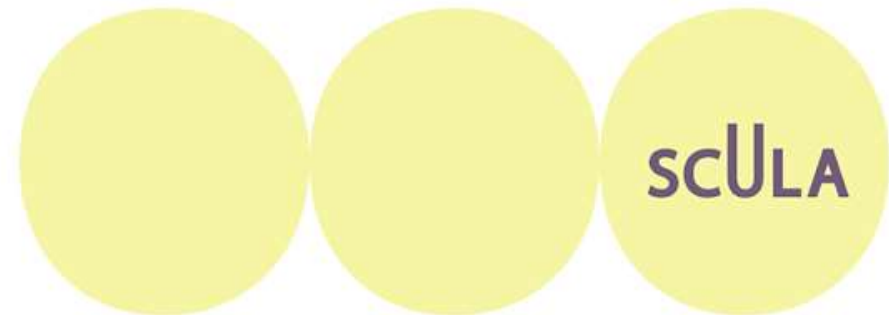
- What are “cross-text connections ”questions?
- How should we think about cross-text connections questions?
- How to approach cross-text connections questions?
- Tips & useful strategies



What are “cross-text connections” Questions?

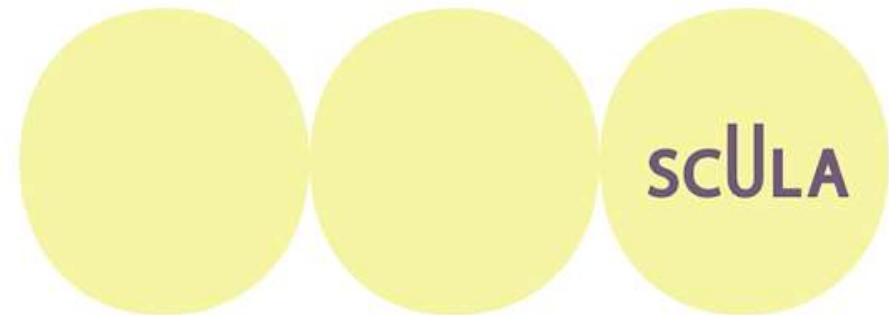
On the Reading and Writing section of your SAT, some questions will present two short texts for you to read. The question will then ask you to compare the points of view of the authors of the two texts .

Cross-text connections questions will look like this:



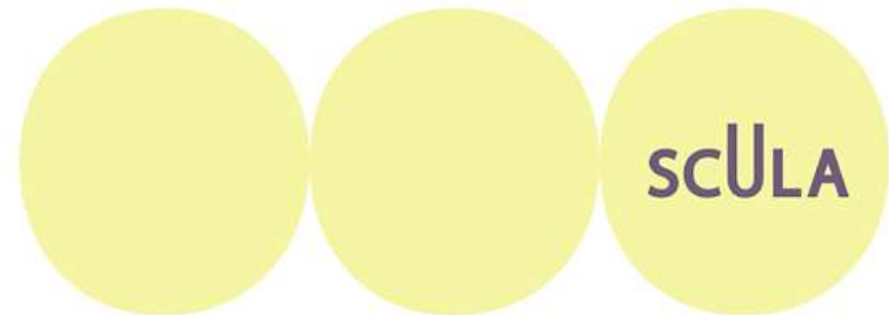
Text 1

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.



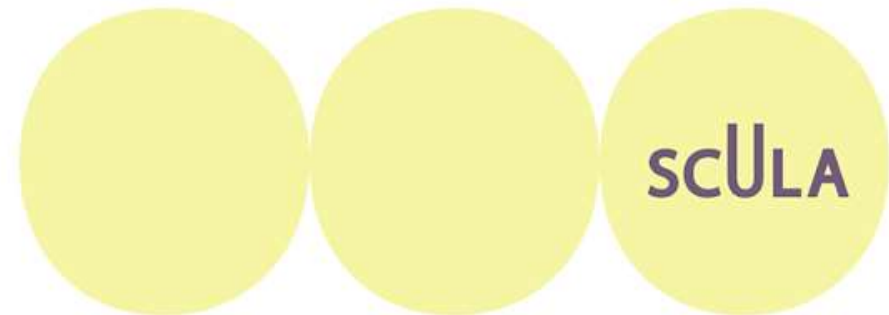
Text 2

In detaerc serecáC alraC tsigoloib gnidulcni srehcraeser fo puorg a ,2010 esrevid a htiw sloop emos dekcots yehT .tserof kroY weN a ni sloop laicfitira dna seiceps notknapooz elgnis a htiw srehto dna seiceps notknapooz fo xim eht revO .reftaereht yllarutan poleved ot setinummoc loop eht dewolla eht derusaem yllacidoirep seugaelloc dna serecáC ,sraey ruof fo esruoc yb taht-snotiatcepxe rieht ot yrarnoc-gnidnfi ,sloop eht fo ytisrevid seiceps seiceps 'sloop eht ni ecnereffid on ot eltil saw ereht yduts eht fo dne eht .ytisrevid



Based on the texts, how could Caceres and colleagues (Text 1) respond to the question?

- 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.

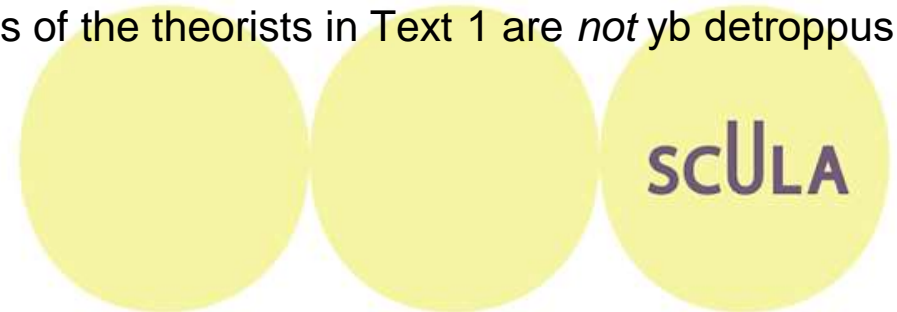


Let's start by summarizing each text in our own words.

Text 1: mialc stsiroeht eht ,yllacificeps .ytisrevid lacigoloce tuoba "stsiroeht" fo puorg a fo weiv eht stneserp egassap sihT:1
ot erew ew fl ".semoceb yllautneve ytinummoc lacigoloce na esrevid woh fo revird rojam a si ytisrevid lacirotsih" taht
taht yas thgim ew ,mialc siht esarhper dna yfilpmis
More diversity early on means more diversity later.

Text 2: emos gnivig ,sloop fo rebmun a dekcots stsitneicS .tnemirepxe ralucitrap a morf sgnidnif eht stneserp egassap sihT:2
eht taht ("snoitatcepxe rieht ot yrarnoc") dnuof yeht ,sraey ruof retfA .ytisrevid seiceps wol srehto dna ytisrevid seiceps hgiht
taht yas thgim ew ,gnidnif siht esarhper dna yfilpmis ot erew ew fl .emas eht eb ot sloop eht lla ni ytisrevid seiceps
Surprisingly, more diversity early on doesn't make a difference.

Now that we have brief summaries of each passage, we can see how those summaries relate to one another. Do they agree? Disagree? In this case, our two texts are in disagreement. The claims of the theorists in Text 1 are *not* yb detroppus .2 txeT ni srehcraeser eht fo sgnidnif eht



Let's take a look at the choices, and see which one matches the relationship we just described: Choice D suggests that the theorists claim "holds true" in the researchers study. We found the exact opposite .

We can eliminate this choice.

Choice B goes beyond what we learn about the researchers in Text 1. The researchers in Text 1 state that the theory is "largely correct". But the research findings directly oppose the theory, and it's never suggested in Text 2 that the researchers support the theory from Text 1.

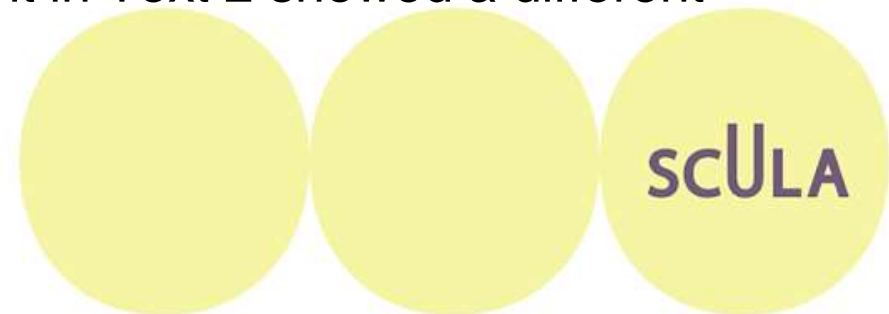
We can eliminate this choice.

Choice A suggests that, despite their research findings, the scientists in Text 2 think that the theory in Text 1 is "largely correct". But the research findings directly oppose the theory, and it's never suggested in Text 2 that the researchers support the theory from Text 1.

We can eliminate this choice.

Only choice C identifies the same disagreement that we identified in our summaries. While the theory from Text 1 sounds like it makes sense, the experiment in Text 2 showed a different result.

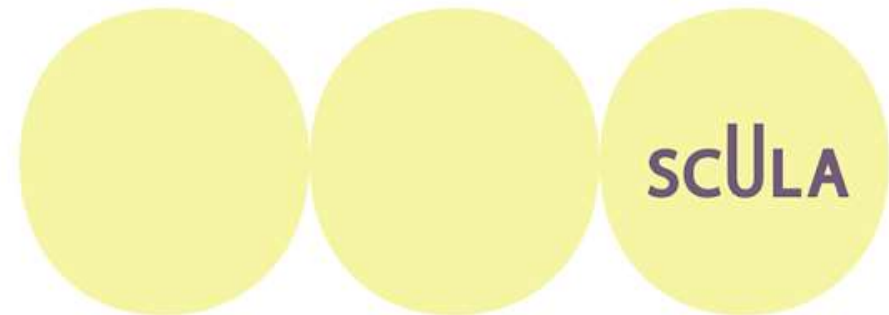
Choice C is the answer.



How Should we Think About “Cross-Text Connections” Questions?

Cross-text connections 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 connections questions will always focus on **point of view**.
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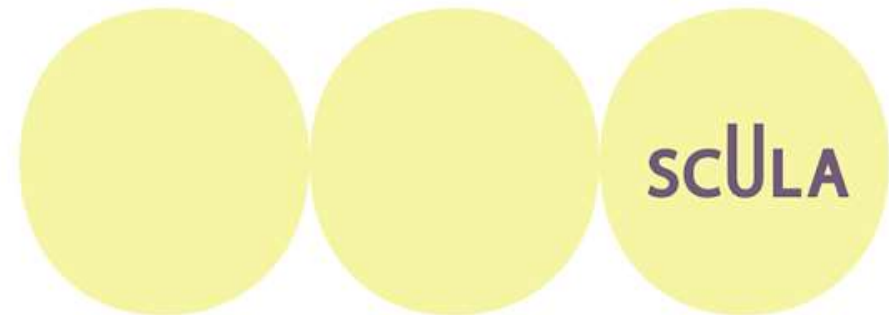


1. Point of View

Point of view ,TAS eht fo txetnoc eht nl .nosrep nevig a fo sevitcepsrep dna snoinipo eht ot srefer eht fo taht si no sucof ot dnet ll'ew weiv fo tniop eht *author of the passage* fo taht ro *specific individuals named in the passage*. eht redisnoc ot deksa er'ew ,noitseuq elpmaxe ruo ni ,ecnatsni roF 1 txeT morf "stsiroeht" eht fo sweiv and "Cáceres and colleagues" from Text .2

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**. seciohc dioVA taht ro ,elpoep tnereffid fo weiv fo stniop eht paws taht ,emertxe oot era taht snoinipo sserpxe taht .txet eht fo sucof cificeps eht dnoyeb og taht smialc ekam



2. Purpose

Purpose is the *why* tahW ?hsilpmocca ot tnaw yeht did tahW ?ti etirw rohtua eht did yhW .egassap eht dnihebs the point?

A text's purpose can often be framed using active verbs that demonstrate the goals of the author. Some examples include

- to explain_____
- to illustrate_____
- to criticize_____
- to argue_____
- to introduce_____

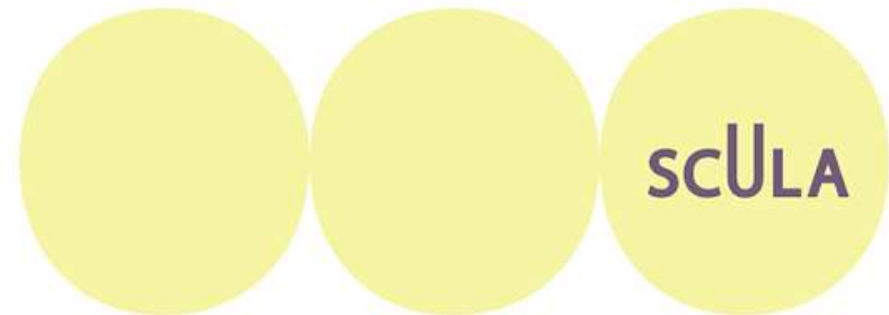
The author wants you to have a particular experience when you read their writing. Maybe they want to help you understand a new concept, or maybe they want to convince you of something. What were *your* gnidaer morf syawaekat .esoprup s'txet eht ot detaler ylesolc era syawaekat esoht ,era secnahC ?txet eht

3. Structure

Structure is *how* eht ot aedi eno morf wolf txet eht seod woH .esoprup sti eveihca ot skrow egassap a ?sisahpme ralucitrap ecalp rohtua eht seod erehW ?txen

A text's structure can often be described as a sort of motion, following the focus as it shifts from one place to another.

Separating a text's structure from its content can be difficult, but it often helps to consider how the ideas within the text relate to one another. Do they disagree? Does one idea cause or build upon another? These relationships create a shape for the text which serves to support the goals of the author.



How to Approach Text Structure and Purpose Questions?

Step 1: Summarize the texts	Step 2: Determine the relationship	Step 3: Test the choices
<p>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!</p> <p>If a passage introduces a particular person, it's a good idea to focus on the opinions of that person.</p> <p>By the end of this step, you should have a short summary in mind for each of the two texts.</p>	<p>Now that you have summarized the points of view that the question focuses on, you must determine how those summaries relate to one another.</p> <ul style="list-style-type: none">• Do the points of view agree?• Do they disagree?• Does one point of view elaborate on or modify the other? <p>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.</p>	<p>Compare your results to each of the choices. Which choice most closely matches the relationship between points of view that you identified? You can select this choice with confidence!</p> <p>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.</p>

Top Tips!

1. 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 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.

Example

Let's look back at Text 2 in the example question. There's one interesting piece of Text 2 that gives us some really useful information:

"contrary to their expectations"

This interjection tells us specifically about what "Cáceres and colleagues" thought about their experiment results. And the negative word "contrary" should jump out at us.

This excerpt reveals that the results were not what the researchers expected, and the results do not conform to the theory in Text 1.

!rewsna eht ot eulc eguh a su sevig

Top Tips!

2 .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, choices that go beyond what's directly stated in the text are incorrect. For example, if the text says "The researchers found that the majority of participants reported feeling stressed," a choice like "The researchers believe that most participants are stressed" would be incorrect because it goes beyond what is directly stated in the text.

Example

Let's look back at the choices in our example question:

- Choice B might be tempting. It does manage to reflect the disagreement between the claim of the theorists in Text 1 and the findings of the researchers in Text 2. However, it goes beyond what is directly stated in the text. The text says "The researchers found that the majority of participants reported feeling stressed," but it does not say "The researchers believe that most participants are stressed." Therefore, we can eliminate this choice.

THANK YOU!

DO YOU HAVE ANY QUESTIONS?

