

## SAT 2016 FACT SHEET

### Important Features of the Redesigned SAT and Vocabulary Workshop®

The redesigned SAT®\* tests support a sharper focus on vocabulary. In the SAT Reading Test, SAT Writing and Language Test, and SAT Essay, students are presented with vocabulary-related challenges such as:

- Determining the meaning of vocabulary in context with an emphasis on Tier Two words and phrases
- Including and analyzing word choice rhetorically
- Improving the precision, concision, and context appropriateness of expression
- Using language to convey their own ideas clearly and carefully

The information in this Fact Sheet outlines the new features of the redesigned SAT tests and identifies where in *Vocabulary Workshop*, you will find the needed exposure and practice of these features for your students to prepare for success.

\* SAT is a registered trademark of the College Board, which was not involved in the production of, and does not endorse, this product.

## SAT Focus Relevant Words in Context

Students will focus on Tier Two words—“words that are of high utility for mature language users and are found across a variety of domains”—because they appear frequently in written texts (but uncommonly in oral language) across a wide range of subjects. The best answers to questions can be determined from context clues.

## Vocabulary Workshop Focus

Reading Passages open each unit of *Vocabulary Workshop*. At least 15 of the 20 vocabulary words appear in each passage. Students read the new words in the context of informational texts to activate prior knowledge, and then apply what they have learned throughout the unit, providing practice in critical-reading skills. Idioms, adages, and proverbs used in passages provide exposure to figurative language. Students are able to interpret the meaning of relevant words and phrases in context and /or analyze how word choice influences meaning.


All sample pages come from *Vocabulary Workshop*, Level E

### UNIT 3

Read the following selection, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 3. As you complete the exercises in this unit, it may help to refer to the way the words are used below.

#### Finding the Facts: Techniques of Modern Crime-Scene Investigation


<Expository Essay>




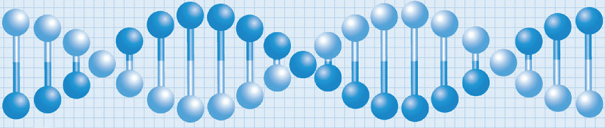
Crime-scene investigators use a special powder to “dust” for fingerprints.

Centuries ago, it was common for criminals to escape a **punitive** fate. If there were no witnesses to a crime and the **craven** wrongdoer had run off and could not be found or could not be **coerced** into confessing, investigators had to rely on both careful reasoning and observation of the crime scene. Yet it was not enough for early investigators to examine a crime scene and then withdraw in order to **muse** on what they had seen: they needed to find actual evidence to convict the criminal. Following the **precedent** set by detectives in the past, today’s crime-scene sleuths **perpetuate** law-enforcement’s reliance on reasoning and observation. But they also use powerful modern techniques made possible by the progress of science.

A well-known method of modern crime-scene investigation is the use of fingerprints to identify criminals.



A chemical called luminol exposes blood that can’t be seen after it has been washed away.




Using DNA analysis, investigators can find traces of skin or blood from a victim or criminal.

Another technique of modern crime detection is the use of chemicals like luminol to find blood at the scene. Even if a criminal has cleaned up the blood after the victim’s **demise**, bloodstains are often left behind that are difficult to remove entirely. Because these bloodstains can be invisible to the naked eye, investigators use luminol to reveal their location. The investigators mix luminol powder into a liquid solution and spray it evenly onto a surface. If there are traces of blood in the sprayed area, the liquid will glow bright blue. The pattern of the bloodstain can help investigators figure out how the crime was committed, and a sample of the blood that is found is sent to the crime lab for further testing.

A more recently developed practice is the use of DNA analysis. The victim of a crime may have scratched the attacker, leaving the skin of the **adversary** under his or her fingernails. Clothing, weapons, or other objects may carry traces of blood, even if they have been cleaned or left outdoors in **inclement** weather. Even minute samples of skin, hair, or blood that once would have been considered **negligible** are now removed from the crime scene and sent to the lab to be tested for DNA. Like fingerprints, DNA testing can provide evidence connecting a suspect to the crime.

While criminals may hope to get away with their crimes, investigators continue their important work. These detectives are **exhilarated** by every scientific development that advances their ability to solve crimes. The tools of modern crime-scene investigation make it harder for criminals to avoid punishment. These tools also make it more likely that the wrongs committed by those who unfairly **harass** or harm other people will be **redressed** in a court of law. Then it is up to the judge and jury to ensure the punishment fits the crime.



Snap the code, or go to [vocabularyworkshop.com](http://vocabularyworkshop.com)

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## SAT Focus Analyzing Word Choice Rhetorically

Students focus on how two different uses of a word vary in meaning, tone, and overall rhetorical effect. Students should be able to analyze how word choice influences meaning, shapes mood and tone, reflects point of view, or lends precision or interest.

## Vocabulary Workshop Focus

In *Vocabulary Workshop*, students determine how the selection of specific words and phrases or the use of patterns of words and phrases shape meaning and tone in text. Questions about tone show a student's understanding of the author's attitude toward the subject of the passage. Words that describe tone or attitude are "feeling" words. Examples include *indifferent*, *ambivalent*, *scornful*, *astonished*, *respectful*. To determine the tone, students need to pay attention to the author's word choice. The author's attitude may be positive (*respectful*), negative (*scornful*), or neutral (*ambivalent*).

**REVIEW UNITS 7-9**    [vocabularyworkshop.com](http://vocabularyworkshop.com): SAT and ACT practice worksheets

**Vocabulary for Comprehension**    Read the following selection in which some of the words you have studied in Units 7-9 appear in **boldface** type. Then answer the questions on page 119.

According to one historian, "When California discovered gold, the world discovered California." The following passage is about the California gold rush.

(Line) In 1848, a few nuggets of gold were discovered near a sawmill in the Sacramento Valley. News of this discovery set off a rush of gold seekers to the thinly populated California territory.

to the needs of the prospectors. It took a while for this newfound wealth to be put to good civic use.

(35) Numerous camp towns also grew up overnight near the mines. These were generally **squalid**, lawless

**REVIEW UNITS 7-9**

1. The main purpose of the passage is to  
a. describe the population of California  
b. provide a brief history of California  
c. examine the causes of the gold rush  
d. evaluate the impact of the gold rush  
e. discuss the experiences of the forty-niners

2. The meaning of **brash** (line 7) is  
a. brave  
b. rash  
c. young  
d. industrious  
e. hopeful

3. **Inking** (line 18) most nearly means  
a. notion  
b. experience  
c. theory  
d. news  
e. map

4. **Spontaneous** (line 22) is best defined as  
a. desperate  
b. gigantic  
c. memorable  
d. premeditated  
e. unplanned

8. **Parsimonious** (line 44) is best defined as  
a. meager  
b. comfortable  
c. lavish  
d. average  
e. welcome

9. The 1848 discovery of gold in the Sacramento Valley led to all of the following EXCEPT  
a. statehood for California  
b. the fulfillment of dreams  
c. immigration from all over the world  
d. fabulous wealth for most forty-niners  
e. the death of dreams

10. The author uses the last two sentences of the passage (lines 50-57) to  
a. discourage risk taking  
b. memorialize the forty-niners  
c. put the gold rush in perspective  
d. promote tourism to California  
e. encourage would-be gold seekers

11. The legacy of the gold rush can best

## WORD STUDY

### Expressing the Connotation

Read each sentence. Select the word in parentheses that expresses the connotation (positive, negative, or neutral) given at the beginning of the sentence.

- neutral** 1. The speaker (**proclaimed, extolled**) the man as a true hero who went beyond the call of duty.
- positive** 2. Although the way you have dealt with her betrayal shows (**strength, fortitude**), I still think you must confront her.
- negative** 3. When the armed robber fled with the money, the sheriff did not pursue him, proving his (**craven, weak**) nature.
- negative** 4. The actress arrived at the charitable event wearing a(n) (**gaudy, opulent**) diamond necklace.
- neutral** 5. I was very pleased by how (**urbane, polite**) everyone at school was toward our visiting guest.
- neutral** 6. The detective approached the building (**warily, sneakily**), hoping to get close enough to take a photo without being noticed.
- positive** 7. The (**exhilarating, pleasing**) news about the high annual bonus motivated the employees even more.
- negative** 8. The flight attendant called security when the passenger became (**belligerent, difficult**).

### Challenge: Using Connotation

Choose vocabulary words from Units 1-3 to replace the highlighted words in the sentences below. Then explain how the connotation of the replacement word changes the tone of the sentence.

harass	retrogress	benevolent
dour	adversary	gibe

1. The general marched toward the river, nervous about meeting his **opponent**.  
\_\_\_\_\_
2. The student's **gloomy** \_\_\_\_\_ attitude toward his education made his parents concerned about his future.  
\_\_\_\_\_
3. My sister gets very annoyed when I **tease** \_\_\_\_\_ her about her boyfriend.  
\_\_\_\_\_

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## SAT Focus Critical Reading

Vocabulary words will appear in the context of science and social studies passages. These are words and phrases used widely in college and career texts, the meaning of which depends on how they're used in particular situations. Students will need to use the context clues they find in passages to determine the precise meaning of words and phrases that the author intended.

## Vocabulary Workshop Focus

Vocabulary for Comprehension is designed to help students prepare for the critical-reading section. Students read a nonfiction passage on a grade-appropriate science or social studies topic and then answer vocabulary-in-context and comprehension questions related to the texts.

TO VIEW OR REQUEST A SAMPLE, VISIT  
[www.SadlierSchool.com/VWEE6-12](http://www.SadlierSchool.com/VWEE6-12)

# SAT Focus Improving Precision, Concision, and Appropriateness of Expression

Students are required to focus on the use of words carefully and with purpose to improve precision and concision.


## Vocabulary Workshop Focus

In *Vocabulary Workshop*, students are asked to choose the word that best completes the sentence. The word choices students make should be based on precision, concision, and sentence meaning.

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### Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the essay on pages 32–33 to see how most of these words are used in context.



Before he became the first president, George Washington led troops in the Revolutionary War.

1. When Washington refused to serve a third term as President, he set a(n) **(artifice, precedent)** that was to last for 150 years.
2. Our history shows how the **(demise, adversary)** of one political party provides an opportunity for the formation of a new one.
3. We must reject the **(craven, fallow)** advice of those who feel we can solve social problems by abandoning our democratic freedoms.
4. The critics unanimously praised the actor for the **(urbane, punitive)** charm with which he played the well-bred English gentleman.
5. May I remind you that the **(urbane, punitive)** action we are authorized to take does not include physical force of any kind.
6. Our city government needs basic reforms; clever little **(sojourns, artifices)** will not solve our problems.
7. Do you really expect me to believe that your friends **(coerced, alienated)** you into cutting class to go to the movies?
8. We need a supervisor who can maintain good discipline in the **(harassing, exhilarating)** the workers.
9. The story takes place in a foreign country where a rogue govern a mission to **(liquidate, coerce)** an evil dictator.
10. Because of the severe sentences she often handed down, she reputation of being an extremely **(negligible, inclement)** judge.
11. Only when the attempt to get the British government to **(redress, proved)** unsuccessful did the American colonists resort to arms.
12. It is all very well to **(muse, perpetuate)** on what might have been to take action to make good things happen.
13. I admit that we did some foolish things after the game, but you m **(mused, exhilarated)** we were by the victory.
14. Since we are making **(craven, negligible)** progress in our fight the time has come for us to adopt completely new methods.
15. After a long **(urbane, fallow)** period during which she scarcely brushes, the painter suddenly produced a series of major carv

### Expressing the Connotation

Read each sentence. Select the word in parentheses that expresses the connotation (positive, negative, or neutral) given at the beginning of the sentence.

<b>neutral</b>	1. The speaker <b>(proclaimed, extolled)</b> the man as a true hero who went beyond the call of duty.
<b>positive</b>	2. Although the way you have dealt with her betrayal shows <b>(strength, fortitude)</b> , I still think you must confront her.
<b>negative</b>	3. When the armed robber fled with the money, the sheriff did not pursue him, proving his <b>(craven, weak)</b> nature.
<b>negative</b>	4. The actress arrived at the charitable event wearing a(n) <b>(gaudy, opulent)</b> diamond necklace.
<b>neutral</b>	5. I was very pleased by how <b>(urbane, polite)</b> everyone at school was toward our visiting guest.
<b>neutral</b>	6. The detective approached the building <b>(warily, sneakily)</b> , hoping to get close enough to take a photo without being noticed.
<b>positive</b>	7. The <b>(exhilarating, pleasing)</b> news about the high annual bonus motivated the employees even more.
<b>negative</b>	8. The flight attendant called security when the passenger became <b>(belligerent, difficult)</b> .

*Vocabulary Workshop*, Level E

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## SAT Focus Using Language to Convey Their Own Ideas Clearly and Carefully

Students are required not only to derive information and ideas from a text but also, in some cases, to identify the portion of the text that serves as the best evidence for the conclusions they reach.

### Vocabulary Workshop Focus

In the Writing: Words in Action section, students closely read the introductory passage again with unit words embedded, and write different text types in response to the prompts. Students need to show their understanding of the information and ideas in the passages, and analyze the text rhetorically. Students also need to incorporate substantive information, ideas, and evidence from the graphics and passages in their writing.

#### Writing: Words in Action

1. Look back at “Finding the Facts: Techniques of Modern Crime-Scene Investigation” (pages 32–33). Write an essay in which you compare and contrast the modern techniques of crime-scene investigation and explain which one you believe provides the most effective evidence for identifying and ultimately prosecuting criminals. Use at least two details from the passage and three unit words to support your view.
2. Forensic scientists, detectives, crime-scene investigators, and others all work in the field of criminal justice and corrections, part of the law and public safety career cluster. Numerous jobs and career paths exist in such broad fields as government, finance, health, business, transportation, information technology, agriculture, and communications, among many other areas. In a brief essay, explain what kind of career most appeals to you and how you could use your interests and skills to become successful in that career. Support your ideas with specific examples from your reading (refer to pages 32–33), your own observations, and your personal experiences. Write at least three paragraphs, and use three or more words from this unit.

Vocabulary Workshop, Level E

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