

Expression of Ideas

SAT · SAT · SAT

Scope and prerequisites

Digital SAT framework; original paper practice is nonadaptive and gives no scaled-score prediction.

- Select transitions expressing logical relationships
- Synthesize notes for a stated rhetorical goal

Prerequisites: Read a stated rhetorical goal; preserve names, units and relations.

Explain and choose the method

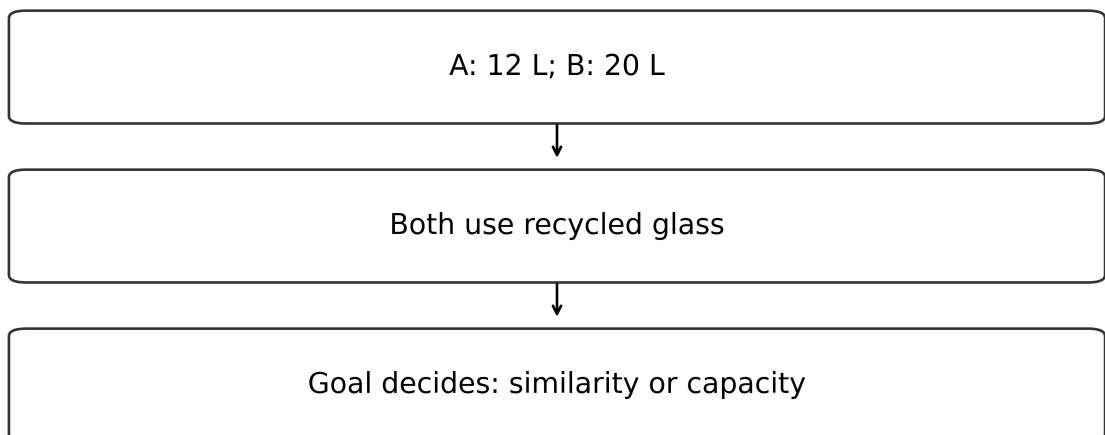
Classify the relationship before choosing a transition : contrast, consequence, addition or example.

Read both sides of a blank. A transition must link their meanings, not merely sound natural.

For notes questions, underline the requested goal. Comparison, introduction and emphasis require different selections.

Use only necessary notes. Keep names, dates and quantities attached to the correct object.

Rhetorical synthesis selects facts for a purpose. Notes: A stores 12 litres; B stores 20; both use recycled glass. For a material similarity : “Both containers use recycled glass.” For a capacity difference: “B stores 8 litres more than A.” The same notes support different sentences.



Original diagram of the worked relationship; read the full wording and qualifications.

Existing worked example: Notes: Route A is 8 km and has six stops. Route B is 8 km and has ten stops. Goal: emphasise a similarity. “Both routes are 8 km long” meets the goal. Discussing stops emphasises a difference instead.

Complete original context

Original research notes:

- The Bay project restored 3 km of walking paths in 2024.
- The Hill project restored 5 km of walking paths in 2024.
- Both projects used volunteer teams.
- Bay used local stone for boundary markers.
- Hill used recycled timber for boundary markers.
- The notes give no costs, visitor counts or durability measurements.

Independent practice and checked reasoning

This overview is completed through the detailed skill sequence: 26, 27. Work those references and sheets in order; this orientation does not replace them.

■ Transfer 1

Write one sentence emphasising a similarity in staffing and a second emphasising the difference in distance restored.

Reasoning: “Both Bay and Hill used volunteer teams.” “Hill restored 5 km of paths, 2 km more than Bay.” These select staffing and distance respectively without adding a cause.

■ Transfer 2

A student writes “Hill restored more paths because recycled timber lasts longer.” Identify every unsupported relationship.

Reasoning: The notes do not report why Hill restored a longer distance, nor any durability comparison. They report kilometres, not the number of separate paths. A valid sentence is “Hill restored a longer total distance and used recycled timber for its markers,” without a causal link.

■ Transfer 3

Goal – contrast marker materials without including irrelevant detail .
Write a sentence, then explain why the shared year can be omitted.

Reasoning: “Bay used local stone for boundary markers, whereas Hill used recycled timber.” The shared year does not establish the requested material contrast. Omitting it meets this goal; a historical comparison could require it under a different goal.

Limits and next use

Do not include every note. Extra detail can distract from the requested rhetorical purpose.

All tasks here are public original practice with authored guidance. They are not official questions or fresh diagnostics. Existing protected tests and mocks remain separate.