# 3 Tips for Slaying the SAT Written Exam

Essays receive high scores when they:

<table>
<thead>
<tr>
<th>Technique Driven</th>
<th>Offers Insight and Effects</th>
<th>Academically Situated</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Appeal to authority</td>
<td><strong>Identify</strong> trends, techniques, and BIG purpose</td>
<td>Consider your writing style</td>
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<tr>
<td>● Vivid diction</td>
<td><strong>Cite</strong> the technique (paraphrase/direct quote)</td>
<td>“They Say / I Say”</td>
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<tr>
<td>● Figurative language</td>
<td><strong>Explain</strong> how the technique effects the argument</td>
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<tr>
<td>● Personal anecdote</td>
<td><strong>Overall Effect</strong> on the reader</td>
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<td>● Logical argument</td>
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<tr>
<td>● Emotional appeal</td>
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<td>● Appeal to common values</td>
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<td>● Anticipation of counter arguments</td>
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<td>● Rhetorical questions</td>
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## Sentence stems:

**Intro:**

In response to ___________
X argues ___________
X effectively builds his/her argument by using ______, ________, and _______.

**Body 1:**

In telling this brief anecdote X challenges the audience to ________________.
X starts his/her article off by __________

**Insight/Effect/So What?**

By drawing in his/her readers with _______
...the author means to establish _______
...builds his/her argument for ___________

**TRANSITION**
Body 2:

The effect of the [1st technique]
X’s argument is also furthered by [technique 2]
    {examples}

Insight/Effect/So What?

Furthermore, X alludes to “____________________.”
By doing this, X creates ____________.

Insight/Effect/So What?

TRANSITION

Finally, X makes use of [technique 3] to persuade his audience that _____________.
He asks the reader to consider “________” (to what effect)

Insight/Effect/So What?

Conclusion:

Two sentences:
1. Summary of the argument with reference to the author and their belief.
2. The author builds their claim by [technique 1], [technique 2], and [technique 3]