

Reading: Information and Ideas

- This section of the SAT is going to probe you to think about the author's message
- You need to be able to think about these two things:
 - What is stated in the text
 - What is implied in the text

Reading: Information and Ideas

Questions in this category are of 6 main types:

1. Reading Closely
2. Citing Textual Evidence
3. Determining Central Ideas and Themes
4. Summarizing
5. Understanding Relationships
6. Interpreting Words and Phrases in Context

Reading: Reading Closely

This is the most general of the questions on the Reading Test.

- Typically, readers are asked to locate a point or detail in a passage
- These questions don't follow any specific pattern, so you have to pay attention to the sequencing of words to understand what the question is asking

Reading: Reading Closely

Implicit vs. Explicit message

- **Implicit**-This is synonymous with inference, such as when a passage suggests something to a reader without outright saying it

Example: An example of implication is the policeman connecting a person to a crime even though there is no evidence

- Look for key phrases and words like, “based on the passage,” “implies,” or “interpreting the author’s message.”

Reading: Reading Closely

- **Explicit**-is synonymous with outright stating something that the author says in the passage

Example: Susan went to school on Monday at North Catholic.

- Look for key phrases and words like, “according to the passage” or “states.”

Reading: Citing Textual Evidence

When asked in the SAT to identify and explain why the author of the passage includes a specific statement, carefully consider the following:

- Context of the statement
- The author of the text
- The audience
- The broader point of view

Reading: Citing Textual Evidence

- Many Citing Textual Evidence questions will require you to select the statement from a passage that best supports the answer to a previous question
- THINK: What is the best support for the the previous question? Why did I choose to answer it that way?

Reading: Citing Textual Evidence

- Citing textual evidence questions often come as part of a pair
- The answer to the evidence question relates to the answer of an earlier question
- Sometimes, going back to earlier answers of questions can give you the answer of the question for textual evidence

Reading: Determining Central Ideas and Themes

- Keywords such as “main idea” and “theme” clue you in to the fact that you’re looking for the answer choice that captures the overarching point the author makes in one or more paragraphs or in the passage as a whole
- Be wary of answer choices that focus in on specific details.
- Identify the **central theme** of a literary text
- Don’t just pick an answer that only refers to a detail or a that fails to capture the entire point the author makes.

Reading: Summarizing

- Summarizing allows the reader of the text to create a summary of a passage or part of a passage
- Summarizing requires the reader to step back and understand the overall message of the text
- Working through a text can help students to identify the main points of a passage and use it effectively to answer central idea questions

Reading: Understanding Relationships

Some questions on the Reading Test may ask you to determine the relationship between people, ideas, events, and the like in passages:

- **Cause-and-effect:** Understanding how one thing caused another to happen; often signaled by words such as “because” or “since”
- **Compare and contrast:** Understanding how two things are less similar and/or different; often signaled by words such as “more” or “less”
- **Sequence:** Understanding the order in which things happened; often signaled by words such as “first,” “last,” “before,” and “after”

Reading: Understanding Relationships

- As you read through the passage, take a special note to those keywords that signal causes and effects
- Highlight, underline, and ANNOTATE these words because the SAT is most likely going to ask you to follow up on these questions
- They will probably test your understanding of these relationships

Reading: Interpreting Words and Phrases in Context

- When Interpreting Words and Phrases questions, don't rely solely on your vocabulary knowledge
- Tested words will often have multiple definitions, so be sure to consider the context in which the word or phrase is being used
- Typically reading the only sentence in which the word or phrase occurs is not enough; *you must go to the sentence before and the sentence after to determine the context of the word*

Identifying Sentence Errors

- Read each sentence quickly but carefully
- Consider each question as a cluster of true–false questions, each to be considered separately
- Read aloud, if possible, during your practice sessions
- Examine the underlined choices A to D
- Develop the habit of looking for the most common mistakes people make in grammar:
 - subject/verb agreement
 - Pronoun agreement
 - adjective/adverb confusion

Identifying Sentence Errors

- Look for errors in idiom- words or phrases that are particular to our language because of what they mean when used together
- Remember that some sentences have no error
- Correct errors even in question for which you only have to identify the error
- Move quickly through questions about Identifying Sentence Errors
- Mark questions in your test booklet that you've skipped

Improving Sentences

- Read the entire sentence before you look at the choices
- Remember that the right answer will result in the most effective sentence
- Read each choice along with the entire sentence
- Look for common problem areas in sentences
 - noun/verb agreement
 - Parallelism
 - Placement of modifiers
 - Relative clauses

Improving Sentences

- Read all five versions of the sentence aloud, if possible, while you're practicing
- Read more slowly than you normally do
- Use your test booklet to help you by marking each question that you don't answer

Improving Sentences

Original sentence: A teacher needs patience and to be fair.

Rewrite: A teacher needs to be patient and fair

Or....

A teacher needs patience and fairness.

Improving Sentences

Original sentence: She is hoping for a career in medicine, law, or to be an engineer.

Rewrite: She is hoping for a career in medicine, law, or engineering.

Parallelism is when there is a list and all of the items in a list follow the same pattern.

Example: I try to be honest, hardworking, and **paying attention to my friends.**

Journal #37

After this brief SAT unit, reflect on your ability to answer and field various types of questions (e.g. passage-based responses, completing the sentence, identifying sentence errors, etc.) Gauging on how well (or not) you comprehend how to execute your strategies, how can you better prepare yourself as you attempt to take the SAT/ACT in the upcoming academic year? Which areas will you focus on as you improve your score each time you test? Give specific examples of how to achieve better, stronger scores. *One whole page.*