
Hearn Consulting · Workbook

The SAT Reading & Writing Workbook.

Targeted Digital SAT Reading & Writing practice with answer review, Error Log
Template routines, and pacing work.

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How to use this workbook.

This Workbook is the practice companion to The SAT Playbook.

The Playbook helps you understand Digital SAT Reading & Writing, read official Bluebook results, and choose the next practice priority. This Workbook gives you targeted practice in the Reading & Writing skills that actually move the section: Information and Ideas, Craft and Structure, Standard English Conventions, and Expression of Ideas.

Important

Do not use this Workbook as the official baseline.

Use Bluebook for baseline, scoring, full-length timing, and final calibration.

Use this Workbook to practice the skills the official test shows you need.

After each practice set

Do not just mark the score. Review the misses.

For each missed or guessed question, record the question type, miss type, what you misunderstood, and the next practice move in the Error Log Template.

If you cannot explain the miss, the question is not reviewed yet.

What this workbook makes visible.

Most SAT practice fails because the student finishes questions but does not understand the pattern.

This Workbook is designed to make the pattern visible:

- Is the miss a reading issue, grammar-rule issue, trap-answer issue, pacing issue, or module-difficulty issue?
- Is the student losing points mostly in one domain?
- Is the student letting answer choices create meaning?
- Is the same miss type repeating across practice sets?
- Is timing breaking the method?

In 1:1 work, these patterns guide the next session.

What to look for after a week of work

Do not judge progress by a single practice score. Look for better patterns:

- Fewer repeated miss types.
- Stronger explanations after wrong answers.
- Clearer central-idea statements on Reading items.
- Faster recognition of grammar rules on Conventions items.
- Better module-pacing decisions.
- More specific next steps after practice.

The score matters, but the score is a lagging indicator. The first sign of progress is usually better review.

The SAT Reading & Writing path.

Ten lessons. Adjust pacing to your timeline. Do not skip the review steps.

Lesson	Focus
1	Official Bluebook Baseline + Foundations
2	Information and Ideas — central idea and evidence
3	Craft and Structure — words in context, structure, purpose
4	Standard English Conventions — boundaries and form
5	Midpoint check + error analysis
6	Standard English Conventions — structure and sense
7	Expression of Ideas — transitions and rhetorical synthesis
8	Mixed practice under time
9	Pacing, skip/return decisions, trap review
10	Final timed module + test-day protocol

How to use this path

Work the lessons in order the first time through. After Lesson 5, use the midpoint check to decide whether to keep moving forward or to repeat a foundation. If you have less time than the full ten lessons need, hold the order but tighten the practice sets — do not skip the review steps, since the review is where the score moves.

Pair every lesson with the Error Log Template. The lesson tells you what to practice; the log tells you what you actually need to fix.

The method.

Three-Question Read (Reading items)

Before you look at the choices, ask:

1. What is the central idea?
2. How does the author support it?
3. How is the text structured?

Answers come from the passage, not from the choices. Choices are designed to seed meaning. Your read is your anchor.

Read-the-sentence rule (Writing items)

On Conventions and Expression of Ideas, read the full sentence before evaluating the underlined portion. SAT Writing rewards reading the sentence, not just reading the choice.

Predict before peek (Words in context)

For words-in-context items, predict your own word or paraphrase before looking at the choices. The correct word fits the sentence's relationship — not the topic of the passage.

The principle

You do not need every question right. You need disciplined accuracy, good module-pacing decisions, and a review process that changes the next set.

Lesson 1

Official Bluebook Baseline + Foundations.

Establish your starting line with an official Bluebook Reading & Writing section. Install the Three-Question Read. Begin your Error Log Template.

What this lesson covers

- Official Bluebook baseline routine.
- The Three-Question Read for any Reading passage.
- The four-domain map for Digital SAT R&W.

Method

Three-Question Read

Before you look at the answer choices, ask:

1. What is the central idea of the passage?
2. How does the author support it?
3. How is the passage structured?

Answers come from the passage, not from the choices. Choices are designed to seed meaning. Your read is your anchor.

Four-domain map

- Information and Ideas — central idea, evidence (textual and quantitative), inference.
- Craft and Structure — words in context, text structure and purpose, cross-text connections.
- Standard English Conventions — boundaries, form, structure, sense.
- Expression of Ideas — transitions, rhetorical synthesis.

Take the official Bluebook baseline

Open Bluebook on your device. Take one full Reading & Writing section (Module 1 + Module 2) under realistic conditions. Do not study first.

Record the result:

Field	Your entry
Date	
Module 1 raw / 27	
Module 2 raw / 27	
Reading & Writing scaled score	
Time remaining, Module 1	
Time remaining, Module 2	
Domain with the most misses	
First two-week priority	

Skill check passage

Read the passage below. Run the Three-Question Read before answering.

Passage: "For most of the past century, the role of fungi in forest ecosystems was treated as a secondary concern. Field ecologists focused on what could be counted from above: trees, shrubs, birds, large mammals. The understory and the soil were treated as background. Recent work has revised that picture. The mycorrhizal networks that connect tree roots across an entire forest move water, nutrients, and chemical signals among individual trees. Trees in the same stand share carbon when one is shaded; sugars flow from canopy adults to seedlings; warning signals about insect attack pass between roots. The forest behaves less like a collection of independent trees and more like a connected system. Old field-measurement protocols miss most of this activity. Newer protocols, which take soil sampling and isotope tracing seriously, will not always reverse the older conclusions, but they will increasingly make them feel like a partial picture."

Item 1 — Central idea

Which of the following best states the central idea of the passage?

- (A) Forest ecosystems are driven mostly by birds and large mammals.
- (B) Mycorrhizal networks connect trees in ways that older measurement protocols miss, revising the picture of forests as collections of independent trees.

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- (C) Old field ecology was wrong about every aspect of forests.
 - (D) Trees in a forest are entirely independent of each other.
 - (E) Soil sampling is no more reliable than canopy measurement.

Item 2 — Evidence (textual)

Which sentence most directly supports the claim that the new view is not a wholesale rejection of older work?

- (A) "For most of the past century, the role of fungi in forest ecosystems was treated as a secondary concern."
- (B) "Recent work has revised that picture."
- (C) "The forest behaves less like a collection of independent trees and more like a connected system."
- (D) "Newer protocols, which take soil sampling and isotope tracing seriously, will not always reverse the older conclusions..."
- (E) "Old field-measurement protocols miss most of this activity."

Item 3 — Inference

Based on the passage, which inference is best supported?

- (A) Tree-ring measurements are useless.
- (B) Future field-ecology protocols are likely to incorporate soil sampling and isotope tracing more than older protocols did.
- (C) Fungi are now the most important organisms in any forest ecosystem.
- (D) Insect attacks are the primary risk to forest health.
- (E) Birds and large mammals are now considered irrelevant to forest ecology.

Item 4 — Function

The phrase "the understory and the soil were treated as background" primarily serves to:

- (A) introduce a new line of evidence about insects.
- (B) characterize the older view that the passage is going to revise.
- (C) reject the validity of recent ecological work.
- (D) summarize the structure of the passage.
- (E) describe the methodology of soil sampling.

Item 5 — Conventions

Which choice produces a complete, conventional sentence?

- (A) Despite the new evidence the older field protocols, which had been refined for decades, missing most of the underground activity.
- (B) Despite the new evidence, the older field protocols, which had been refined for decades, missed most of the underground activity.

- (C) Despite the new evidence; the older field protocols, which had been refined for decades, missing most of the underground activity.
- (D) The new evidence and the older field protocols, which had been refined for decades, missing most of the underground activity.
- (E) Despite the new evidence, the older field protocols which had been refined for decades missed most of the underground activity.

Item 6 — Expression

Choose the transition that most logically completes the sentence: "Older protocols miss most of the activity below ground. _____, newer protocols that include soil sampling and isotope tracing are becoming more common."

- (A) However
- (B) Therefore
- (C) Nonetheless
- (D) Likewise
- (E) For example

Answer key + rationale

Item 1: (B). Direct paraphrase of the passage. (A), (C), (D), (E) reverse, overstate, or contradict the passage. Miss type: central-idea miss.

Item 2: (D). The sentence explicitly says newer protocols "will not always reverse the older conclusions." (B) names that the picture has been revised but does not address "wholesale rejection." (A), (C), (E) are off-target. Miss type: evidence/detail miss.

Item 3: (B). The passage describes newer protocols as taking soil sampling and isotope tracing seriously and as becoming more important to the field, supporting the inference. (A) overstates; (C), (D), (E) are unsupported. Miss type: inference overreach if you went too far.

Item 4: (B). The phrase characterizes the older view the passage will revise. (A), (C), (D), (E) misread the function. Miss type: function miss.

Item 5: (B). The original is a fragment; (B) supplies the verb "missed" and uses commas correctly with the introductory "Despite the new evidence" and the nonrestrictive "which had been refined for decades." (A), (C), (D) are fragments or punctuation errors; (E) drops needed commas. Miss type: boundary error.

Item 6: (B). The first sentence states a problem; the second describes the response. Cause/effect — therefore. "However" and "nonetheless" would contrast; "likewise" and "for example" don't match. Miss type: transition mismatch.

After each practice set

Do not just mark the score. Review the misses.

For each missed or guessed question, record the question type, miss type, what you misunderstood, and the next practice move in the Error Log Template.

If you cannot explain the miss, the question is not reviewed yet.

Error Log check

Record missed or guessed questions in the Error Log Template. Pay special attention to question type, miss type, what you misunderstood, and the next practice move.

End-of-lesson reflection

- One thing that clicked:
- One thing I still do not understand:
- What I will drill before the next lesson:

Lesson 2

Information and Ideas — central idea and evidence.

Central-idea items reward a clean read of the passage. Evidence items reward finding the exact line.

What this lesson covers

- Central-idea question patterns.
- Textual evidence items: locate the exact sentence.
- Quantitative evidence items: match the data point to the claim.

Method

Central-idea items: name the claim before you look at the choices.

Evidence items: find the supporting line in the passage. Do not rely on memory.

Quantitative items: read the table or graph carefully. Identify the trend or value, then test each choice against the data.

Worked example

Passage: "In a recent survey of municipal libraries, the proportion of programs aimed at adults over 60 increased from 12% in 2014 to 27% in 2023. The largest increases were in technology instruction and small-group health programs."

Question: Which statement is most directly supported by the passage?

Best answer: "Adult programming has shifted toward technology and health support for older adults." The passage names both the proportion change and the categories driving it.

Practice set

Read each item carefully. Predict before checking choices.

Item 1 — Central idea

Passage: "The eighteenth-century coffeehouse functioned as more than a place to drink coffee. Patrons paid a penny at the door for entry, and inside they encountered newspapers, pamphlets, and conversation with other patrons. The historian Brian Cowan argues that the coffeehouse should be understood as an early instance of paid public space — a venue whose central product was not a beverage but access to information and discussion."

Which statement best captures the central idea?

- (A) Coffee was the most important product sold in eighteenth-century coffeehouses.
- (B) Coffeehouses charged admission to keep patrons out.
- (C) Coffeehouses are best understood as an early form of paid public space whose product was information and discussion.
- (D) Brian Cowan disagrees with most historians of the eighteenth century.

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- (E) Newspapers were the most important feature of every coffeehouse.

Item 2 — Evidence (textual)

From the same passage, which sentence most directly supports the claim that the coffeehouse's primary product was information rather than coffee?

- (A) "The eighteenth-century coffeehouse functioned as more than a place to drink coffee."
- (B) "Patrons paid a penny at the door for entry..."
- (C) "...newspapers, pamphlets, and conversation with other patrons."
- (D) "...whose central product was not a beverage but access to information and discussion."
- (E) "...the historian Brian Cowan argues..."

Item 3 — Quantitative evidence

A study of college first-year retention compared 2018 and 2023 outcomes: the first-year retention rate at participating institutions rose from 73% to 79%. Among students receiving structured first-year advising, the rate rose from 75% to 86%. Among students not receiving such advising, the rate rose from 71% to 73%.

Which conclusion is most directly supported by the data?

- (A) First-year retention fell at most institutions between 2018 and 2023.
- (B) The retention gain was substantially larger among students who received structured first-year advising than among students who did not.
- (C) Structured first-year advising had no effect on retention.
- (D) Students not receiving advising retained at higher rates than those who did.
- (E) Retention was the same across both groups in 2018.

Item 4 — Inference

Passage: "Most studies of urban tree planting evaluate trees one or two years after planting. By then, the survival rate has stabilized. Recent five-year follow-ups, however, show a steeper drop in years three through five, particularly in neighborhoods where the responsibility for maintenance is unclear."

Which inference is most strongly supported?

- (A) Trees planted in clear-maintenance neighborhoods always survive.
- (B) Urban-tree survival rates measured at year two may overstate long-term survival, particularly where maintenance responsibility is unclear.
- (C) Urban tree planting should be discontinued.
- (D) Most urban trees die in the first year.
- (E) Maintenance responsibility has no effect on survival.

Item 5 — Central idea

Passage: "The medical record is one of the oldest forms of administrative writing. By the nineteenth century, hospital records had standardized columns for symptoms, treatments, and outcomes. But the columns were also editorial: they decided what counted as a symptom, what counted as a treatment, what counted as an outcome. To study the history of medicine without studying the record itself is to read only the parts of the story the record was designed to admit."

Which statement best captures the central idea?

- (A) Hospital records are unreliable and should be disregarded.
- (B) The structure of the medical record itself shapes what counts as evidence in the history of medicine, so the record must be studied alongside its contents.
- (C) Nineteenth-century records were the first standardized administrative documents.
- (D) Symptoms, treatments, and outcomes are objective categories.
- (E) Only physicians should write medical records.

Item 6 — Evidence (textual)

From the same passage, which sentence most directly supports the central-idea claim above?

- (A) "The medical record is one of the oldest forms of administrative writing."
- (B) "By the nineteenth century, hospital records had standardized columns for symptoms, treatments, and outcomes."
- (C) "...the columns were also editorial: they decided what counted as a symptom, what counted as a treatment, what counted as an outcome."
- (D) "To study the history of medicine without studying the record itself is to read only the parts of the story the record was designed to admit."
- (E) Both C and D.

Answer key + rationale

1. (C). Direct paraphrase. (A) reverses the claim. (B) misreads "penny at the door." (D) and (E) are unsupported. Miss type: central-idea miss.
2. (D). The sentence explicitly names the product. (A) introduces the claim; (B) and (C) describe content; (E) names the source. Miss type: evidence/detail miss.
3. (B). The gain is 11 percentage points in the advised group vs. 2 percentage points in the unadvised group. (A), (C), (D), (E) contradict or misread the data. Miss type: quantitative evidence miss.
4. (B). The passage explicitly says year-two stabilization is followed by a drop in years three to five, especially where maintenance responsibility is unclear. (A), (C), (E) overreach or reverse; (D) is not what the passage says. Miss type: inference overreach if you went further.
5. (B). The passage argues that the record's structure shapes what counts as evidence. (A) overstates; (C), (D), (E) misread. Miss type: central-idea miss.

6. (E). Both (C) and (D) directly support the claim — (C) names how the record shapes evidence; (D) names the consequence. If a single answer is expected on a real test, (D) is the strongest. Miss type: true-but-wrong if you picked one supporting line but not the one that anchored the entire claim.

After each practice set

Do not just mark the score. Review the misses.

For each missed or guessed question, record the question type, miss type, what you misunderstood, and the next practice move in the Error Log Template.

If you cannot explain the miss, the question is not reviewed yet.

Error Log check

Record missed or guessed questions in the Error Log Template. Pay special attention to question type, miss type, what you misunderstood, and the next practice move.

End-of-lesson reflection

- Did I run the Three-Question Read on every passage?
- On evidence items, did I find the exact line before clicking?
- Where did I let a choice seed meaning instead of letting the passage drive?

Lesson 3

Craft and Structure — words in context, structure, purpose.

Craft and Structure items reward reading the sentence, not relying on memorized definitions.

What this lesson covers

- Words in context.
- Text structure and purpose.
- Cross-text connections (paired passages).

Method

Words-in-context: use the sentence's logic, not the dictionary definition. The right word fits the relationship the sentence sets up — not just the topic.

Purpose and structure: ask what the sentence or paragraph does in the argument, not what it is about.

Cross-text: identify the relationship between the two passages — agreement, disagreement, refinement, application.

Worked example

Passage: "The lecture was widely seen as _____ : every claim landed with measured authority, and no one in the audience could remember a moment that felt forced."

Best word: "poised" (or similar) — measured, controlled, authoritative without strain. Showy, hesitant, hostile, or random would all reverse the sentence.

Practice set

Item 1 — Words in context

"Despite the panel's stated commitment to transparency, the official report was widely regarded as _____ : key findings were buried in footnotes, and the most important table appeared as an appendix."

- (A) candid
- (B) evasive
- (C) precise
- (D) sweeping
- (E) decisive

Item 2 — Words in context

"The historian's prose is unusually _____ : every paragraph rests on a primary source, and her footnotes outnumber her conclusions."

-
- (A) speculative
 - (B) cavalier
 - (C) meticulous
 - (D) breathless
 - (E) inconsistent

Item 3 — Purpose

Passage: "In the late twentieth century, computational linguists treated parsing of natural-language syntax as a problem solvable by explicit rules. Decades of work produced systems that handled clean sentences but failed on the messier output of real speakers."

The function of the second sentence is primarily to:

- (A) introduce a counter-argument the passage will rebut.
- (B) characterize the limitation of the older approach in a way that motivates the rest of the passage.
- (C) define computational linguistics.
- (D) defend the rule-based approach.
- (E) summarize a study of language acquisition.

Item 4 — Cross-text

Passage A: "State arts funding plays an indispensable role in supporting cultural institutions that the private market cannot sustain on its own."

Passage B: "The case for state arts funding is usually overstated. Most cultural institutions that receive state support could have raised the same money through private channels with somewhat more effort."

Based on the passages, the authors would most likely disagree about which claim?

- (A) Whether the arts contribute to civic life.
- (B) Whether state arts funding is necessary for the survival of many cultural institutions.
- (C) Whether private donors fund any cultural institutions.
- (D) Whether cultural institutions exist.
- (E) Whether art is valuable.

Item 5 — Structure

Passage: "For most of the twentieth century, urban planners treated the boundary between city and suburb as fixed. Recent work in urban geography complicates this picture. As employment patterns have decentralized, the suburb has become less a place and more a relation: it depends on commuting networks, schools attended, and employment ties."

The passage is structured as:

- (A) a description of three independent claims.
 - (B) an old view followed by a recent revision.
 - (C) a problem followed by a solution.
-

- (D) a series of definitions.
- (E) a chronological history of urban planning.

Item 6 — Words in context

"The candidate's reputation for _____ — for finding workable compromise where others saw only conflict — preceded her into the negotiations."

- (A) intransigence
- (B) pragmatism
- (C) demagoguery
- (D) duplicity
- (E) showmanship

Answer key + rationale

1. (B) evasive. The colon defines the meaning: "key findings buried in footnotes." Candid and precise reverse it; sweeping and decisive miss the relationship. Miss type: vocabulary in context.
2. (C) meticulous. "Every paragraph rests on a primary source." Speculative, cavalier, breathless, and inconsistent all reverse it. Miss type: vocabulary in context.
3. (B). The second sentence sets up the limit the rest of the passage is going to address. (A) misreads function; (C), (D), (E) are wrong about content. Miss type: function miss.
4. (B). Passage A calls state funding indispensable; Passage B calls it overstated. Both are about the necessity of state funding. (A), (C), (D), (E) are unsupported by the texts. Miss type: cross-text relationship miss.
5. (B). "For most of the twentieth century" introduces the old view; "Recent work in urban geography complicates this picture" introduces the revision. (A), (C), (D), (E) misread structure. Miss type: structure miss.
6. (B) pragmatism. The em-dash gloss explicitly defines the word. (A), (C), (D), (E) reverse the meaning. Miss type: missed the in-text definition cue.

After each practice set

Do not just mark the score. Review the misses.

For each missed or guessed question, record the question type, miss type, what you misunderstood, and the next practice move in the Error Log Template.

If you cannot explain the miss, the question is not reviewed yet.

Error Log check

Record missed or guessed questions in the Error Log Template. Pay special attention to question type, miss type, what you misunderstood, and the next practice move.

End-of-lesson reflection

- Did I read the full sentence before scanning the choices?
- On purpose questions, did I name what the sentence does — not what it is about?
- On cross-text items, did I name the relationship before picking a side?

Lesson 4**Standard English Conventions — boundaries and form.**

Boundaries items test sentence boundaries and punctuation. Form items test verbs and pronouns. The method: read the full sentence and identify the relationship before picking punctuation or a verb.

What this lesson covers

- Sentence boundaries (comma splices, fused sentences, fragments).
- Punctuation: commas, semicolons, colons, em-dashes.
- Verb form: subject-verb agreement, verb tense.
- Pronoun form and reference.

Method — boundaries

Sentence boundaries follow predictable rules:

- Period or semicolon between two complete sentences.
- Comma + coordinating conjunction (and, but, or, so, for, yet, nor) between two complete sentences.
- Comma alone between a sentence and a dependent clause or phrase — not between two complete sentences.
- Colon after a complete sentence, to introduce a list, definition, or elaboration.
- Em-dashes (paired) like commas, to set off a nonrestrictive element.

Method — form

Subject-verb agreement: identify the actual subject — not nouns in prepositional phrases between subject and verb.

Verb tense: stay in the tense that the surrounding sentence establishes. Shift only when the meaning requires it.

Pronouns: every pronoun needs a clear antecedent, and pronoun number must match.

Practice set**Item 1 — Boundaries**

Choose the option that correctly completes the sentence: "The committee deliberated for three weeks _____ ultimately, it issued a unanimous recommendation."

- (A) , (B) ; (C) : (D) — (E) and

Item 2 — Comma usage

Which option is conventional? "The artist _____ who had spent five years in residence at the institute _____ returned to her studio outside Boston."

- (A) , — (B) , , (C) — — (D) ; ; (E) : :

(Choose the pair that correctly sets off the nonrestrictive clause.)

Item 3 — Subject-verb agreement

Which option is conventional? "The collection of letters, scattered across three archives in two countries, _____ never been gathered in a single edition."

- (A) have
- (B) has
- (C) having
- (D) has been
- (E) had to have

Item 4 — Verb tense

Which option is conventional? "By the time the conference began on Monday, the panel _____ for two weeks about the draft."

- (A) had been arguing
- (B) is arguing
- (C) argues
- (D) will argue
- (E) argue

Item 5 — Pronoun reference

Which option is conventional? "Although the committee and the council disagreed about the budget, _____ ultimately approved the same allocation."

- (A) they
- (B) it
- (C) he
- (D) one
- (E) that

Item 6 — Boundaries

Which option is conventional? "The fellowship requires three commitments _____ a weekly writing seminar, a monthly studio visit, and an end-of-year exhibition."

- (A) , (B) ; (C) : (D) and (E) but

Item 7 — Comma usage

Which option is conventional? "Despite a strong start _____ the season ended with three consecutive losses."

- (A) , (B) ; (C) : (D) — (E) no punctuation

Item 8 — Subject-verb agreement

Which option is conventional? "Neither the senator nor her staff _____ commented on the report."

- (A) have
- (B) has
- (C) having
- (D) is
- (E) had ought

Answer key + rationale

1. (B) semicolon. Two complete sentences. Comma alone is a splice; colon would require the second clause to elaborate the first; em-dash is conversational here; "and" is missing a comma. Miss type: boundary error.
2. (C) em-dash, em-dash. Paired em-dashes correctly set off the nonrestrictive clause. (A) mismatches comma + em-dash. (B) would also work but only if the nonrestrictive matches; em-dashes signal emphasis. Many SAT items would accept (B) too — but (C) is the conventional emphatic pair. Miss type: punctuation mismatch.
3. (B) has. The subject is "the collection," singular. "Of letters, scattered across three archives in two countries" is a prepositional phrase plus participial — not the subject. Miss type: agreement error (subject confused with prepositional phrase noun).
4. (A) had been arguing. The action started before "Monday" and continued up to it — past perfect progressive. (B), (C), (D), (E) shift tense. Miss type: tense miss.
5. (A) they. Two subjects (committee, council). Plural pronoun "they" matches. (B) is singular; (C) is the wrong person; (D) is impersonal; (E) is a demonstrative. Miss type: pronoun number.
6. (C) colon. The colon introduces a list following a complete sentence. (A) comma alone is wrong before a list of this form; (B) semicolon misuses; (D), (E) drop necessary punctuation. Miss type: boundary error.
7. (A) comma. Introductory phrase followed by a complete sentence. (B), (C), (D) overuse punctuation; (E) drops needed comma. Miss type: boundary error.
8. (B) has. "Neither ... nor" agrees with the closer subject — "her staff" — singular. Miss type: agreement error.

After each practice set

Do not just mark the score. Review the misses.

For each missed or guessed question, record the question type, miss type, what you misunderstood, and the next practice move in the Error Log Template.

If you cannot explain the miss, the question is not reviewed yet.

Error Log check

Record missed or guessed questions in the Error Log Template. Pay special attention to question type, miss type, what you misunderstood, and the next practice move.

End-of-lesson reflection

- Where do I confuse comma usage with semicolon usage?
- Where do I miss agreement because of prepositional phrases between subject and verb?
- Which rule needs the most practice this week?

Lesson 5

Midpoint check + error analysis.

Halfway through the Workbook. Time to look at the patterns in your misses before moving to the second half.

What this lesson covers

- A mixed Reading & Writing practice set under light time pressure.
- Structured error analysis using your Error Log Template entries from Lessons 1-4.
- A weekly vocabulary-in-context list.

Method — analyzing the first four lessons

1. Open your Error Log Template entries from Lessons 1-4.
2. Sort by Miss type. Which category has the most entries?
3. Sort by Question type. Are misses concentrated in one domain (Information & Ideas, Craft & Structure, Conventions, Expression of Ideas)?
4. Read the "What I misunderstood" column. Are the sentences specific, or vague? Vague reviews mean the questions are not reviewed yet.

Practice set — mixed Reading & Writing

Set a timer for 18 minutes. Twelve items. Predict before peeking.

1. Words in context

"The new committee's procedures were notable for their _____ : every recommendation could be traced back to a specific finding in the data."

- (A) ambiguity
- (B) specificity
- (C) brevity
- (D) ambition
- (E) caution

2. Boundaries

"The proposal had three components _____ a curriculum review, a staff retreat, and a published report."

- (A) ,
- (B) ;
- (C) :
- (D) — and
- (E) no punctuation

3. Central idea

Passage: "Most studies of college transfer focus on academic preparation. But recent work shows that financial-aid policies — particularly the timing of award letters — predict transfer outcomes nearly as strongly as preparation does."

Which statement best captures the central idea?

- (A) Academic preparation has no effect on transfer outcomes.
- (B) Financial-aid timing predicts transfer outcomes nearly as strongly as academic preparation does.
- (C) College transfer is more common than admissions.
- (D) Most students transfer for financial reasons.
- (E) Award letters should always be sent in the spring.

4. Transition

"Older protocols miss most underground activity. _____, newer protocols that include soil sampling are becoming more common."

- (A) However
- (B) Therefore
- (C) Nonetheless
- (D) Likewise
- (E) For example

5. Words in context

"After years of _____ work, the laboratory finally produced a result that even skeptics could not dismiss."

- (A) sporadic
- (B) painstaking
- (C) effortless
- (D) tentative
- (E) public

6. Evidence

Passage: "In a recent municipal-budget analysis, the proportion of spending devoted to capital projects rose from 22% in 2018 to 31% in 2023. Operating costs as a share of the budget fell from 78% to 69% over the same period."

Which statement is most directly supported?

- (A) Operating costs in absolute terms decreased between 2018 and 2023.
 - (B) The proportion of the budget devoted to capital projects increased by nine percentage points between 2018 and 2023.
 - (C) Capital projects are more important than operations.
 - (D) Most cities follow the same pattern.
-

-
- (E) Operating costs and capital projects are unrelated.

7. Pronoun reference

"Although the principal and the school board disagreed about the new schedule, _____ ultimately accepted the same recommendation."

- (A) they
- (B) it
- (C) he
- (D) one
- (E) those

8. Words in context

"The author's conclusion is _____ : it gestures toward several possibilities without committing to any."

- (A) decisive
- (B) equivocal
- (C) provocative
- (D) damning
- (E) measured

9. Subject-verb agreement

"The series of meetings between the department and the consultant _____ produced a clear next step."

- (A) have
- (B) has
- (C) having
- (D) had had
- (E) is

10. Purpose

Passage: "For most of the past century, paleontologists treated the Cretaceous-Paleogene extinction as a single, asteroid-driven catastrophe. The asteroid hypothesis remains the most economical explanation, but recent work in stratigraphy has emphasized that the impact landed on an ecosystem already under stress."

The second sentence primarily serves to:

- (A) reject the asteroid hypothesis entirely.
- (B) defend the asteroid hypothesis as the only explanation.
- (C) refine the older picture by adding context.
- (D) introduce a new branch of paleontology.
- (E) summarize the structure of the passage.

11. Boundaries

"The fellowship lasts twelve months _____ each fellow is expected to publish at least one essay in that time."

- (A) ,
- (B) ;
- (C) :
- (D) — but
- (E) and

12. Words in context

"The professor's argument is _____ — neither a defense of the orthodox position nor a clean break with it, but a careful working out of the middle."

- (A) iconoclastic
- (B) qualified
- (C) doctrinaire
- (D) absolutist
- (E) decisive

Answer key + rationale

1. (B) specificity. "Every recommendation tied to a specific finding."
2. (C) colon. Complete sentence + list of three components.
3. (B). Direct paraphrase. (A) reverses; (C), (D), (E) overreach or are unrelated.
4. (B) Therefore. Cause/effect.
5. (B) painstaking. "Result that even skeptics could not dismiss" implies sustained, careful work.
6. (B). Direct paraphrase of the percentage-point change. (A) confuses share with absolute terms; (C), (D), (E) overreach.
7. (A) they. Two subjects (principal, board) → plural pronoun.
8. (B) equivocal. "Several possibilities without committing."
9. (B) has. The subject is "the series," singular.
10. (C). The sentence acknowledges the older hypothesis and refines it. (A), (B) reverse; (D), (E) misread function.
11. (B) semicolon. Two complete sentences.
12. (B) qualified. "Neither X nor Y, but a careful working out of the middle."

After each practice set

Do not just mark the score. Review the misses.

For each missed or guessed question, record the question type, miss type, what you

misunderstood, and the next practice move in the Error Log Template.
If you cannot explain the miss, the question is not reviewed yet.

Error Log check

Record missed or guessed questions in the Error Log Template. Pay special attention to question type, miss type, what you misunderstood, and the next practice move.

Working vocabulary list

Build a list of fewer than 50 words from items you actually missed across Lessons 1–5. Learn each word in a sentence relationship — not as an isolated definition.

A word is not learned until you can use it in sentence logic.

End-of-lesson reflection

- Which miss type is most persistent across the first five lessons?
- Which domain is leaking the most points?
- What is the single change you can make in your next practice set to address that pattern?

Lesson 6

Standard English Conventions — structure and sense.

Structure-and-sense items reward checking modifier placement, parallel structure, and whether the sentence still says what the writer meant after editing.

What this lesson covers

- Modifier placement.
- Parallel structure.
- Logical comparison and reference.
- Punctuation in lists and series.

Method

Modifiers: place the modifier next to the word it modifies. Dangling modifiers usually appear at the start of a sentence and fail to attach to the right subject.

Parallel structure: when items are listed or compared, they should share the same grammatical form.

Comparison: comparisons must be between like things and must be grammatically complete.

Practice set

1. Modifier

Which option is conventional? "Hurrying to finish before sunset, _____ "

- (A) the path was unclear to the hikers.
- (B) it was unclear to the hikers where the path was.
- (C) the hikers could not see the path clearly.
- (D) the trail markers were missed by the hikers.
- (E) being missed by the hikers, the trail markers were unclear.

2. Parallel structure

Which option is conventional? "The training program covers planning a session, leading discussion, and _____ "

- (A) to evaluate progress.
- (B) the evaluation of progress.
- (C) evaluating progress.
- (D) progress evaluation.
- (E) the progress can be evaluated.

3. Comparison

Which option is conventional? "The new building's energy use is lower than _____ "

-
- (A) the old one.
 - (B) before.
 - (C) the old building's.
 - (D) it used to.
 - (E) used to be.

4. Series punctuation

Which option is conventional? "The campaign included three planks: improving public transit _____ expanding library hours _____ and reforming local zoning rules."

- (A) , ,
- (B) ; ;
- (C) — —
- (D) : :
- (E) , ;

5. Modifier

Which option is conventional? "Originally designed for industrial use, _____ "

- (A) the engineer adapted the device for household kitchens.
- (B) the device was adapted for household kitchens by the engineer.
- (C) household kitchens are now where the device is used.
- (D) the adaptation was done by the engineer for household kitchens.
- (E) for household kitchens, the engineer adapted the device.

6. Parallel structure

Which option is conventional? "The committee voted to revise the curriculum, to extend the school day, and _____ "

- (A) hiring more teachers.
- (B) more teachers should be hired.
- (C) to hire more teachers.
- (D) teachers can also be hired.
- (E) hiring teachers ought to follow.

7. Logical reference

Which option is conventional? "When the manager met with the new staff, _____ explained the priorities for the quarter."

- (A) they
- (B) she
- (C) it
- (D) one

- (E) the priorities

8. Conventional usage

Which option is conventional? "The findings of the study, which had been delayed for two years, _____ now being prepared for publication."

- (A) is
- (B) are
- (C) was
- (D) having been
- (E) is being

Answer key + rationale

1. (C). The introductory phrase "Hurrying to finish before sunset" must modify the subject of the main clause; only (C) makes "the hikers" the subject. (A), (B), (D), (E) all dangle. Miss type: dangling modifier.
2. (C) evaluating progress. The series is gerund + gerund + gerund. (A) is infinitive; (B) is a noun phrase; (D) is a noun; (E) is a clause. Miss type: parallelism error.
3. (C) the old building's. Compare "energy use" to "energy use" (possessive). (A) compares a building to energy use; (B), (D), (E) are ungrammatical or incomplete. Miss type: comparison error.
4. (A) commas. A simple list of three items. (B), (C), (D) are over-punctuated; (E) is inconsistent. Miss type: punctuation in series.
5. (B). The phrase modifies "the device." Only (B) makes "the device" the subject. (A), (D), (E) dangle; (C) loses agency. Miss type: dangling modifier.
6. (C) to hire more teachers. The series is to-infinitive + to-infinitive + to-infinitive. Miss type: parallelism error.
7. (B) she. Pronoun must refer to the manager (singular). (A) is plural; (C), (D), (E) lose the antecedent. Miss type: pronoun reference.
8. (B) are. The subject is "findings," plural. (A), (C), (E) use singular; (D) is ungrammatical. Miss type: agreement error.

After each practice set

Do not just mark the score. Review the misses.

For each missed or guessed question, record the question type, miss type, what you misunderstood, and the next practice move in the Error Log Template.

If you cannot explain the miss, the question is not reviewed yet.

Error Log check

Record missed or guessed questions in the Error Log Template. Pay special attention to question type, miss type, what you misunderstood, and the next practice move.

End-of-lesson reflection

- Where do dangling modifiers slip past me on first read?
- Do I check parallel structure when items are listed?
- On comparison items, am I comparing like things?

Lesson 7

Expression of Ideas — transitions and rhetorical synthesis.

Transitions reward identifying the logical relationship between sentences. Rhetorical synthesis rewards reading the prompt — what specific job is the answer being asked to do?

What this lesson covers

- Transition signals: contrast, continuation, cause/effect, sequence.
- Rhetorical synthesis: matching the answer to the specific task in the prompt.

Method — transitions

Identify the relationship between the two sentences before scanning the choices. Use a short label: contrast, continuation, cause/effect, restatement, example, sequence, exception.

Transition reference

Relationship	Common transitions
Contrast	however, but, yet, nevertheless, in contrast, despite, on the other hand
Continuation	moreover, furthermore, additionally, also, indeed, similarly
Cause/effect	therefore, thus, consequently, as a result, because, since
Restatement	in other words, that is, namely, in short
Example	for example, for instance, such as, including, specifically
Sequence	first, next, then, finally, meanwhile, subsequently
Exception	except, apart from, save for, with the exception of

Method — rhetorical synthesis

Rhetorical-synthesis items present a writer's goal and a set of notes. The student must pick the response that does the specific job asked — "introduce a definition," "emphasize a contrast," "name a consequence," etc.

1. Identify the goal first. Underline or note the specific job the answer must do.
2. Evaluate each choice against the goal, not just whether it's true.
3. Eliminate choices that are factually accurate but do not fulfill the prompt's specific job.

Practice set

1. Transition

"The committee's recommendations were unanimous. _____ , the city council was divided when it took up the report."

- (A) Likewise
- (B) Therefore
- (C) However
- (D) For example
- (E) Meanwhile

2. Transition

"Older protocols took soil sampling lightly. _____ , newer protocols treat it as central."

- (A) Likewise
- (B) Consequently
- (C) Yet
- (D) By contrast
- (E) For example

3. Transition

"Vocabulary lists do not produce reading skill on their own. _____ , students who keep a working list of words they actually missed tend to retain more of what they read."

- (A) Therefore
- (B) However
- (C) Furthermore
- (D) That is
- (E) In other words

4. Rhetorical synthesis

Goal: introduce the concept of "mycorrhizal networks" to a reader who has never heard of them. Which sentence best fulfills the goal?

- (A) Mycorrhizal networks are a topic of great interest among ecologists.
- (B) Mycorrhizal networks are underground fungal connections that link the roots of trees in a forest and allow them to exchange water, nutrients, and chemical signals.
- (C) The networks have been studied since the late twentieth century.
- (D) Many ecologists now consider them important.
- (E) Research into the networks continues today.

5. Rhetorical synthesis

Goal: emphasize the contrast between an older view and a newer one. Notes: (i) Older planners treated city/suburb boundaries as fixed lines on a map. (ii) Recent urban geography treats the boundary as relational. (iii) Schools and commuting networks shape classification more than geography.

Which sentence best fulfills the goal?

- (A) Urban geography has changed in recent decades.
- (B) Older planners drew city/suburb boundaries on a map; recent urban geography treats the boundary as a relation, shaped more by schools and commuting networks than by geography.
- (C) Schools shape city/suburb classification.
- (D) Commuting networks are important for urban geography.
- (E) Urban planners draw boundaries.

6. Transition

"The chemistry of the kitchen had been studied for decades. _____, very few of those studies considered the specific interactions of bread baking at altitude."

- (A) Therefore
- (B) However
- (C) Likewise
- (D) In short
- (E) For example

7. Rhetorical synthesis

Goal: name a consequence of the older view. Notes: (i) Older field-ecology protocols measured trees and birds. (ii) Underground activity was not measured. (iii) Soil networks shape forest health.

Which sentence best fulfills the goal?

- (A) Older protocols focused on what could be counted from above.
- (B) Soil networks are now understood to shape forest health.
- (C) Because older protocols did not measure underground activity, they understated the importance of soil networks to forest health.
- (D) Trees and birds were the focus of older protocols.
- (E) Underground activity is now measured by isotope tracing.

8. Transition

"The senator's first bill failed on procedural grounds. _____, she filed a revised version within the week."

- (A) Likewise
- (B) Furthermore

- (C) However
- (D) Consequently
- (E) That is

Answer key + rationale

1. (C) However. Contrast: unanimous → divided. Miss type: transition mismatch.
2. (D) By contrast. The relationship is direct opposition. (A) continuation, (B) cause/effect, (C) is contrast but weaker; (D) is most precise. Miss type: transition mismatch.
3. (B) However. Continuation would say "furthermore"; the relationship is contrastive: lists alone don't work, but the working-list practice does. Miss type: transition mismatch.
4. (B). Only this sentence defines the term for someone who has never heard of it. (A), (C), (D), (E) are about reception or history, not the concept. Miss type: missed the specific rhetorical job.
5. (B). The sentence places the two views in direct contrast in one sentence. (A), (C), (D), (E) mention one side or generalize. Miss type: missed the rhetorical job.
6. (B) However. Continuation would say studies covered every aspect; the relationship is contrastive: studied for decades, but not specifically altitude baking. Miss type: transition mismatch.
7. (C). Only this sentence names a consequence (underestimating soil networks' importance). (A), (B), (D), (E) state premises but not consequences. Miss type: missed the rhetorical job.
8. (D) Consequently. Cause/effect: bill failed → senator filed revised version. (C) Contrast would be wrong here. Miss type: transition mismatch.

After each practice set

Do not just mark the score. Review the misses.

For each missed or guessed question, record the question type, miss type, what you misunderstood, and the next practice move in the Error Log Template.

If you cannot explain the miss, the question is not reviewed yet.

Error Log check

Record missed or guessed questions in the Error Log Template. Pay special attention to question type, miss type, what you misunderstood, and the next practice move.

End-of-lesson reflection

- Where do I confuse contrast with continuation?
- On rhetorical-synthesis items, do I read the goal before scanning the choices?
- Where do I pick a true-but-irrelevant choice that does not do the asked job?

Lesson 8

Mixed practice under time.

A module-style set: 27 items in 32 minutes (matching one full Reading & Writing module). After this set, run a structured review.

What this lesson covers

- A 27-item mixed-module practice set under time pressure.
- Pacing across question types.
- Flag-and-return decisions.

Method

Average per-item budget is about 70 seconds, but not every item should take 70 seconds. Conventions items often resolve in 30 seconds. Reading items often need 90.

If an item is not resolving in about 90 seconds, flag and return.

End with at least two minutes to revisit flagged items.

Practice set

Set a timer for 32 minutes. 27 items. (This lesson lists 15 items as a representative half-module practice. For full-module practice, use official Bluebook practice in addition to this set.)

Items 1-8 (mixed)

1. (Words in context) "The reviewer praised the documentary's _____ : every claim was supported by an on-camera primary source."
 - (A) ambition
 - (B) rigor
 - (C) speculation
 - (D) sentiment
 - (E) brevity
 2. (Boundaries) "The new committee, which had been formed in February _____ released its first report in May."
 - (A) ,
 - (B) ;
 - (C) :
 - (D) — and
 - (E) no punctuation
 3. (Transition) "The technology had been understood for decades. _____ , no one had tried to scale it."
 - (A) Therefore
-

-
- (B) However
 - (C) Likewise
 - (D) In short
 - (E) For example
4. (Central idea) Passage: "Most studies of college transfer focus on academic preparation. But recent work shows that financial-aid policies predict outcomes nearly as strongly as preparation does." Which statement best captures the central idea?
- (A) Academic preparation has no effect on transfer.
 - (B) Financial-aid policies predict transfer outcomes nearly as strongly as preparation does.
 - (C) Transfer is more common than admissions.
 - (D) Award letters should always be sent in spring.
 - (E) Most students transfer for financial reasons.
5. (Subject-verb agreement) "The collection of letters, scattered across three archives, _____ never been gathered."
- (A) have
 - (B) has
 - (C) having
 - (D) had
 - (E) is
6. (Words in context) "The candidate's reputation for _____ allowed her to broker compromises where colleagues with sharper rhetorical edges had repeatedly failed."
- (A) intransigence
 - (B) tact
 - (C) demagoguery
 - (D) showmanship
 - (E) duplicity
7. (Rhetorical synthesis) Goal: emphasize a consequence. Which best fulfills the goal? "Older field protocols measured what could be counted from above. _____ "
- (A) Newer protocols include soil sampling.
 - (B) As a result, older protocols missed most of the underground activity that shapes forest health.
 - (C) Soil is important to forest health.
 - (D) Many ecologists now consider soil networks important.
 - (E) Researchers continue to study forests.
8. (Modifier) "Hurrying to finish before sunset, _____ "
- (A) the path was unclear.
 - (B) it was unclear which path to take.
-

-
- (C) the hikers could not see the path clearly.
 - (D) trail markers were missed.
 - (E) being missed, the markers were unclear.

Items 9-15 (passage block)

Passage: "In the late twentieth century, computational linguists treated parsing of natural-language syntax as a problem solvable by explicit rules. Decades of work in this direction produced systems that handled clean sentences but failed on the messier output of real speakers. Two developments reframed the problem. First, the availability of very large text collections allowed statistical methods to absorb patterns rule-based systems had failed to specify. Second, neural-network architectures trained on those collections produced surprisingly competent parses without any explicit grammar. The current view is not that explicit syntactic theory is unimportant — it remains essential for understanding why certain constructions are parsed correctly or not — but that the engineering of working systems has moved decisively away from rules."

9. The author's primary purpose is to:

- (A) reject explicit syntactic theory.
- (B) survey developments that moved working parsing systems away from explicit rules.
- (C) defend the rule-based tradition.
- (D) criticize neural networks.
- (E) describe the structure of language.

10. Which sentence is the strongest evidence that rule-based systems struggled with real speech?

- (A) "In the late twentieth century..."
- (B) "Decades of work in this direction produced systems that handled clean sentences but failed on the messier output of real speakers."
- (C) "Two developments reframed the problem."
- (D) "Neural-network architectures..."
- (E) "The current view is not that explicit syntactic theory is unimportant..."

11. The passage implies that explicit syntactic theory is:

- (A) obsolete for both engineering and understanding.
- (B) useful for understanding why constructions are parsed correctly, even though engineering has moved away from rule-based systems.
- (C) necessary for any working parsing system.
- (D) more important now than ever.
- (E) of interest only to historians.

12. The phrase "moved decisively away from rules" most directly refers to:

- (A) the engineering of working systems.
- (B) the entire field of linguistics.

-
- (C) the abandonment of grammar in general.
 - (D) the rejection of statistical methods.
 - (E) the failure of neural-network approaches.
13. The phrase "the messier output of real speakers" most likely refers to:
- (A) speech that is intentionally obscure.
 - (B) disfluencies, ellipses, and ambiguities that real spoken or written language contains.
 - (C) speech that has been incorrectly transcribed.
 - (D) speech from non-native speakers only.
 - (E) all speech that is not in textbooks.
14. The passage's structure is best described as:
- (A) Counter-argument, defense of the original position.
 - (B) Original framing, two developments, current synthesis.
 - (C) Three independent claims with no synthesis.
 - (D) Definitions, examples, and a moral.
 - (E) Chronological narrative of a single laboratory.
15. (Words in context) "The detective's reports were valued for their _____ : no flourishes, no speculation, only what could be documented."
- (A) verbosity
 - (B) economy
 - (C) prolixity
 - (D) eloquence
 - (E) sentiment

Answer key + rationale

1. (B) rigor.
2. (A) comma. Nonrestrictive clause needs paired commas; the second one is here, the first is part of "the new committee, which had been formed in February,".
3. (B) However. Contrast.
4. (B). Direct paraphrase.
5. (B) has. "Collection" is singular.
6. (B) tact. The compromise-brokering hint defines the meaning.
7. (B). The sentence names a consequence ("as a result").
8. (C). Only this attaches the introductory phrase to the right subject ("the hikers").
9. (B). Direct paraphrase of the passage's argument.
10. (B). The sentence directly names rule-based systems' failure on real speech.
11. (B). The passage explicitly says theory "remains essential for understanding" even as engineering has moved.

-
12. (A). Preceded by "the engineering of systems that actually work has moved."
13. (B). "Messier" contrasted with "cleanly grammatical" points to disfluencies and irregularities.
14. (B). Original framing → two developments → current synthesis.
15. (B) economy. "No flourishes, no speculation" defines it.

After each practice set

Do not just mark the score. Review the misses.

For each missed or guessed question, record the question type, miss type, what you misunderstood, and the next practice move in the Error Log Template.

If you cannot explain the miss, the question is not reviewed yet.

Error Log check

Record missed or guessed questions in the Error Log Template. Pay special attention to question type, miss type, what you misunderstood, and the next practice move.

End-of-lesson reflection

- How much time did each question type cost?
- Where did I skip when I should have? Where did I stay too long?
- Did I have at least two minutes for flagged items?

Lesson 9

Pacing, skip / return decisions, trap review.

By Lesson 9 the methods are familiar. Remaining gains come from better decisions about where to spend time.

What this lesson covers

- Skip-decision rules and pacing math.
- Common SAT R&W trap patterns by question type.
- A timed practice set with explicit pacing review.

Method — skip decisions

1. Within a module you can skip, flag, and return. Use it.
2. Skip when: the passage is dense and you have not yet seen all of Module 1; the sentence-logic is not resolving; you can feel a trap pulling you but cannot name it.
3. Do not skip when: anxiety is masquerading as difficulty.
4. Return with at least 60 seconds per flagged item.

Common trap patterns

Type	Trap	How to spot it
Words in context	Sophisticated word that doesn't fit the relationship	The word feels SAT-y but doesn't match the sentence's signal.
Evidence	Choice that is true about the passage but doesn't answer the question	True. Doesn't answer the question asked.
Inference	Choice that overreaches the passage	True in the world; not supported by the text.
Boundaries	Comma splice that looks fine to the ear	Two complete sentences separated by only a comma.
Modifiers	Dangling modifier disguised by topical relevance	Modifier doesn't actually attach to the main-clause subject.
Transition	Transition that matches the topic but not the logic	It's about the right thing; it's the wrong relationship.
Rhetorical synthesis	True choice that doesn't do the asked job	Truthful and topical, but not the specific rhetorical move.

Practice set — pacing-explicit

Set a timer for 32 minutes. 12 items. After each item, note the time you used. Adjust live.

Items 1-12

1. "The author's prose is so _____ that even a sympathetic reader can lose the thread of the argument." (A) lucid (B) crystalline (C) opaque (D) concise (E) playful
2. "The proposal was praised for its _____ : every recommendation was tied to a specific finding." (A) ambiguity (B) specificity (C) brevity (D) ambition (E) caution
3. "For all her public _____ , the senator privately admitted that the bill was unlikely to pass." (A) bravado (B) hesitancy (C) hostility (D) modesty (E) tentativeness
4. "The detective's reports were valued for their _____ — no flourishes, no speculation, only what could be documented." (A) verbosity (B) economy (C) restraint (D) prolixity (E) sentiment
5. "Once dismissed as _____ , the technique has become standard practice in many laboratories." (A) routine (B) outlandish (C) inevitable (D) traditional (E) widespread
6. (Boundaries) "The deadline was Friday _____ the team filed early." (A) , (B) ; (C) : (D) and (E) no punctuation
7. (Transition) "Older protocols measured trees and birds. _____ , newer protocols include soil sampling." (A) Therefore (B) However (C) Likewise (D) Specifically (E) For example
8. (Modifier) "Born in 1922, _____ " (A) the violin became Stern's instrument. (B) Stern's career began. (C) Stern began playing the violin at four. (D) the lessons started early. (E) early lessons were given to Stern.
9. (Rhetorical synthesis) Goal: introduce a definition. Which sentence does the job? (A) The mycorrhizal networks are widely studied. (B) Mycorrhizal networks are underground fungal connections that link tree roots and allow trees to exchange water and nutrients. (C) Many ecologists now study them. (D) Research continues. (E) Funding has grown.
10. (Central idea) Passage: "For most of the twentieth century, urban planners treated the city/suburb boundary as fixed. Recent work in urban geography treats it as a relation, shaped more by commuting and schools than by geography." Which best states the central idea? (A) The boundary is fixed. (B) The boundary is best understood as a relation shaped by commuting and schools, not as a fixed line. (C) Commuting has changed. (D) Schools are important. (E) Urban planners draw maps.
11. (Subject-verb agreement) "Neither the principal nor the teachers _____ commented on the policy." (A) have (B) has (C) is (D) was (E) had been
12. (Words in context) "The committee's findings were ultimately _____ : after months of testimony, no clear pattern emerged." (A) damning (B) inconclusive (C) decisive (D) sweeping (E) celebrated

Answer key + rationale

1. (C) opaque.
2. (B) specificity.
3. (A) bravado.

4. (B) economy (also (C) restraint works; in SE-style items both would be the pair, but in a one-blank TC pick the closest single fit; here (B) is the textbook match).
5. (B) outlandish. (Contrast: once X, now standard.)
6. (B) semicolon.
7. (B) However. (The relationship is contrast, not cause/effect.)
8. (C). The modifier must attach to Stern.
9. (B). Defines the term.
10. (B). Direct paraphrase.
11. (A) have. "Neither / nor" agrees with the closer subject — teachers (plural).
12. (B) inconclusive.

After each practice set

Do not just mark the score. Review the misses.

For each missed or guessed question, record the question type, miss type, what you misunderstood, and the next practice move in the Error Log Template.

If you cannot explain the miss, the question is not reviewed yet.

Error Log check

Record missed or guessed questions in the Error Log Template. Pay special attention to question type, miss type, what you misunderstood, and the next practice move.

End-of-lesson reflection

- Where did I skip when I should have stayed?
- Where did I stay when I should have flagged and moved?
- Which trap pattern cost me the most time?

Lesson 10**Final timed module + test-day protocol.**

One full-module-style practice set, a structured review, and the protocol you will run on test day.

What this lesson covers

- A timed 27-item module practice set.
- A 30-minute structured review.
- A test-day protocol.
- A plan for a Bluebook retake.

Method

1. Take the set in one sitting under realistic conditions.
2. After the set, do not check answers immediately. First write a one-sentence prediction of which domain was strongest and which was weakest.
3. Then check answers and run a structured review with the Error Log Template.
4. If the patterns match what you predicted, the method is internalized. If not, the review is the work.

Practice set (representative half-module – 15 items)

Set a timer for 18 minutes.

Items 1-15

1. "The committee's report was praised for its _____ tone: it neither softened the findings nor exaggerated them." (A) equivocal (B) measured (C) doctrinaire (D) inflammatory (E) perfunctory
2. (Boundaries) "The senator's first bill failed on procedural grounds _____ she filed a revised version within the week." (A) , (B) ; (C) : (D) and (E) but
3. (Transition) "The technology had been understood for decades. _____ , no one had tried to scale it." (A) Therefore (B) However (C) Likewise (D) In short (E) For example
4. (Central idea) Passage: "In a recent study of college first-year retention, the rate at participating institutions rose from 73% to 79%. Among students receiving structured first-year advising, the rate rose from 75% to 86%. Among students not receiving such advising, the rate rose from 71% to 73%." Which best captures the central idea? (A) Retention rose for all students. (B) Retention rose far more among students receiving structured first-year advising than among those who did not. (C) Advising had no effect. (D) Unadvised students retained at higher rates. (E) Retention is unrelated to advising.
5. (Subject-verb) "The series of meetings between the department and the consultant _____ produced a clear next step." (A) have (B) has (C) having (D) is (E) had been

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6. (Words in context) "Once thought to be _____, the species has been documented in habitats far beyond its previously known range." (A) endangered (B) localized (C) prolific (D) widespread (E) endemic
7. (Modifier) "Originally designed for industrial use, _____" (A) the engineer adapted the device. (B) household kitchens are now where the device is used. (C) the device was adapted for household kitchens. (D) the adaptation was finished. (E) for household kitchens, the adaptation was done.
8. (Rhetorical synthesis) Goal: name a consequence. Which best fulfills the goal? (A) Older protocols measured only what could be counted from above. (B) Because older protocols did not measure underground activity, they understated the importance of soil networks. (C) Soil networks are now studied. (D) Newer protocols are emerging. (E) Researchers continue to study forests.
9. (Words in context) "The senator's response was so _____ that even members of her own party left the press conference uncertain about her position." (A) forceful (B) equivocal (C) detailed (D) candid (E) unprepared
10. (Boundaries) "The fellowship requires three commitments _____ a weekly seminar, a monthly studio visit, and an end-of-year exhibition." (A) , (B) ; (C) : (D) and (E) no punctuation
11. (Parallelism) "The proposal called for revising the curriculum, extending the school day, and _____" (A) to hire more teachers. (B) hiring more teachers. (C) more teachers should be hired. (D) the hiring of teachers. (E) teachers can also be hired.
12. (Transition) "The reviewer praised the documentary's rigor. _____, the film's pacing drew complaints." (A) Likewise (B) Therefore (C) However (D) For example (E) In short
13. (Words in context) "The mentor's praise was always _____: a single specific compliment, delivered without exaggeration." (A) effusive (B) understated (C) lavish (D) cursory (E) perfunctory
14. (Function) Passage: "For most of the past century, paleontologists treated the K-Pg extinction as a single, asteroid-driven catastrophe. The asteroid hypothesis remains the most economical explanation. But recent work in stratigraphy has emphasized that the impact landed on an ecosystem already under stress." The third sentence primarily serves to: (A) reject the asteroid hypothesis. (B) refine the older view by adding context about pre-existing stress. (C) defend the older view unchanged. (D) describe a new branch of paleontology. (E) summarize the passage.
15. (Central idea) Passage: "The medical record is one of the oldest forms of administrative writing. Its standardized columns decided what counted as a symptom, what counted as a treatment, what counted as an outcome." Which best captures the central idea? (A) Medical records are unreliable. (B) The structure of the medical record itself shapes what counts as evidence in the history of medicine. (C) Records should be discarded. (D) Hospitals were first to use standardized records. (E) Only physicians should write records.

Answer key + rationale

1. (B) measured.
 2. (B) semicolon.
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3. (B) However.
4. (B). Direct paraphrase of the differential gain (11 pts vs 2 pts).
5. (B) has.
6. (B) localized.
7. (C). The modifier must attach to the device.
8. (B). Names a consequence ("because"..."understated").
9. (B) equivocal.
10. (C) colon.
11. (B). Parallel gerunds: revising, extending, hiring.
12. (C) However. Contrast: praised rigor, complained about pacing.
13. (B) understated.
14. (B). The sentence refines the older view by adding context, not by rejecting it.
15. (B). Direct paraphrase of the editorial-columns claim.

After each practice set

Do not just mark the score. Review the misses.

For each missed or guessed question, record the question type, miss type, what you misunderstood, and the next practice move in the Error Log Template.

If you cannot explain the miss, the question is not reviewed yet.

Error Log check

Record missed or guessed questions in the Error Log Template. Pay special attention to question type, miss type, what you misunderstood, and the next practice move.

Structured review (30 minutes)

1. Sort all items by miss type.
2. Sort by question domain.
3. For Reading items, name the sentence that should have anchored the answer.
4. For Conventions, write the rule in one sentence.
5. Decide the two miss types you will work on between now and test day.

Test-day protocol

- Sleep is more important than the night-before review.
- Eat earlier than you think you should.
- Arrive or log in early enough that the room or laptop is not a variable.
- Within a module: flag-and-return is free. Use it.
- Between modules: what is done is done. Reset focus.

After the test — Bluebook retake plan

Whatever your score, run a follow-up Bluebook practice within two weeks for recalibration. The goal is not to retest the test; it is to confirm or revise the pattern that the methods produced under the highest-pressure conditions.

End-of-lesson reflection

- What pattern is most stable across all ten lessons?
- Where is the residual risk?
- What is my Bluebook retake plan, and what is my Reading & Writing target on that retake?

Use this Workbook with the rest of the system.

The SAT Playbook

Use for strategy, official Bluebook baseline review, pacing, and the section structure.

SAT Vocabulary

Use for vocabulary in context, roots, and word families.

Error Log Template

Use after every practice set to track missed questions, repeated patterns, and next moves.