

SAT® Tutorials are built specifically for the Redesigned SAT (2016) with consideration of SAT's test specifications to provide students a more successful and less stressful preparation effort for key areas of the SAT exam.

SAT Math, Writing and Language, and Reading Tutorials offer targeted instruction, practice, and review. Students engage with the content in an interactive, feedback-rich environment as they progress through SAT test aligned modules. Students practice skills essential to the test they're preparing for and build the depth of knowledge, confidence, and higher order skills required to demonstrate mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible to students through focused content, guided analysis, and practice with personalized feedback so students are empowered to increase their Exam Readiness. The Review It offers an engaging and high impact video summary of key concepts and important to grasp connections. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers, linking a student's performance to SAT content dimension descriptions. To help students focus on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are ready for test day and where they still need to review and practice.

This Tutorial is aligned with Redesigned SAT test specifications for Math and Evidence-Based Reading and Writing tests.

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1. READING STRATEGIES 1

- **IMPLIED MAIN IDEA**
 - **3.A.2** *Understanding of central ideas, important details, and their interrelationship*

- **ANALYZING AUTHOR'S STYLE**
 - **3.B.2** *Evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features chosen by the student*

- **ANALYZING AN ARGUMENT**
 - **3.B.3** *Support for claims or points made in the response*

- **ANALYZING CONFLICTING EVIDENCE**
 - **3.B.3** *Support for claims or points made in the response*

2. READING STRATEGIES 2

- **CENTRAL IDEAS**
 - **3.A.2** *Understanding of central ideas, important details, and their interrelationship*
 - **3.B.4** *Focus on features of the text most relevant to addressing the task*

- **ANALYZING AUDIENCE APPEALS**
 - **3.B.3** *Support for claims or points made in the response*

3. STRATEGY

- **WORD CHOICE**

- **3.C.4** *Employment of precise word choice*
- **2.B.1.3.1.A.1** *The student will revise text as needed to improve the exactness or content appropriateness of word choice.*

- **RHETORICAL TECHNIQUES**

- **2.B.1.1.1.B.1** *The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.*

4. TEXT ORGANIZATION

- **CHRONOLOGY AND SEQUENCING**

- **3.C.2** *Use of effective organization and progression of ideas*
- **2.B.1.2.1.A.1** *The student will revise text as needed to ensure that information and ideas are presented in the most logical order.*

- **FLASHBACK AND FRAMING**

- **2.B.1.2.1.A.1** *The student will revise text as needed to ensure that information and ideas are presented in the most logical order.*

5. SENTENCE STRUCTURE 1

- **SENTENCE STRUCTURE**

- **3.C.3** *Use of varied sentence structures*
- **3.C.6** *Command of the conventions of standard written English*
- **2.B.1.3.1.D.1** *The student will use various sentence structures to accomplish needed rhetorical purposes.*
- **2.C.1.1.1.A.1.1.1** *The student will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).*
- **2.C.1.1.1.A.1.2.1** *The student will recognize and correct problems in coordination and subordination in sentences.*

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**

- **3.C.6** *Command of the conventions of standard written English*
- **2.C.1.3.1.E.1** *The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.*

- **APPOSITIVE AND ABSOLUTE PHRASES**

- **3.C.6** *Command of the conventions of standard written English*
- **2.C.1.3.1.E.1** *The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.*

6. SENTENCE STRUCTURE 2

- **PARALLELISM AND VERB TENSE**

- **3.C.6** *Command of the conventions of standard written English*
- **2.C.1.1.1.A.1.3.1** *The student will recognize and correct problems in parallel structure in sentences.*
- **2.C.1.1.1.B.1.1.1** *The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.*

- **VERB TENSE AND VOICE**

- **3.C.6** *Command of the conventions of standard written English*
- **2.C.1.1.1.B.1.1.1** *The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.*

- **VERB MOOD**

- **3.C.6** *Command of the conventions of standard written English*
- **2.C.1.1.1.B.1.1.1** *The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.*

- **NOUNS AND CAPITALIZATION**

- **3.C.6** *Command of the conventions of standard written English*
- **2.C.1.2.1.C.1.3.1** *The student will recognize and correct lack of agreement between nouns.*

7. SENTENCE STYLE 1

- **SUBJECT-VERB AGREEMENT**

- **3.C.6** *Command of the conventions of standard written English*
- **2.C.1.2.1.C.1.2.1** *The student will recognize and correct lack of agreement between subject and verb.*

- **MODIFIERS**

- **2.C.1.1.1.A.1.4.1** *The student will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).*

8. SENTENCE STYLE 2

- **PRONOUNS**

- **2.C.1.3.1.C.1** *The student will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.*
- **2.C.1.2.1.A.1.1.1** *The student will recognize and correct pronouns with unclear or ambiguous antecedents.*

- **PRONOUN-ANTecedent AGREEMENT**

- **2.C.1.2.1.A.1.1.1** *The student will recognize and correct pronouns with unclear or ambiguous antecedents.*
- **2.C.1.2.1.C.1.1.1** *The student will recognize and correct lack of agreement between pronoun and antecedent.*

- **PRONOUN CASE**

- **2.C.1.1.1.B.1.2.1** *The student will recognize and correct inappropriate shifts in pronoun person and number within and between sentences.*
- **2.C.1.2.1.B.1** *The student will recognize and correct cases in which possessive determiners (its, your, their), contractions (it's, you're, they're), and adverbs (there) are confused with each other.*

- **PRONOUN SHIFTS AND AMBIGUITY**

- **2.C.1.2.1.A.1.1.1** *The student will recognize and correct pronouns with unclear or ambiguous antecedents.*

9. PUNCTUATION

- **COLONS AND SEMICOLONS**

- **2.C.1.3.1.B.1** *The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.*
- **2.C.1.3.1.F.1** *The student will recognize and correct cases in which unnecessary punctuation appears in a sentence.*
- **2.C.1.3.1.E.1** *The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements*

are inappropriately set off with punctuation.

- **COMMAS WITH PHRASES AND CLAUSES**

- **2.C.1.3.1.D.1** The student will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.
- **2.C.1.3.1.E.1** The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.

- **END MARKS**

- **2.C.1.3.1.A.1** The student will recognize and correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.

- **DASHES AND HYPHENS**

- **2.C.1.3.1.E.1** The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.
- **2.C.1.3.1.B.1** The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.
- **2.C.1.3.1.F.1** The student will recognize and correct cases in which unnecessary punctuation appears in a sentence.

10. USAGE

- **CHANGING LANGUAGE CONVENTIONS**

- **3.C.6** Command of the conventions of standard written English
- **2.C.1.2.1.E.1** The student will recognize and correct cases in which unlike terms are compared.
- **2.C.1.2.1.F.1** The student will recognize and correct cases in which a given expression is inconsistent with standard written English.

- **SPELLING RULES**

- **3.C.6** Command of the conventions of standard written English

- **COMMONLY CONFUSED WORDS**

- **2.C.1.2.1.D.1** The student will recognize and correct instances in which a word or phrase is confused with another (e.g., accept/except, allusion/illusion).

11. BUILDING AN ESSAY 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

- **3.C.2** Use of effective organization and progression of ideas
- **2.A.1** The passages on the sat Writing and Language Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.

- **INTRODUCTIONS**

- **3.C.2** Use of effective organization and progression of ideas
- **2.A.1** The passages on the sat Writing and Language Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.
- **2.B.1.2.1.B.1** The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.

- **CONCLUSIONS**

- **3.C.2** Use of effective organization and progression of ideas
- **2.A.1** The passages on the sat Writing and Language Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.
- **2.B.1.2.1.B.1** The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- **2.B.1.1.D.1** The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.

12. BUILDING AN ESSAY 2

- **INTEGRATING QUOTES AND COMMENTARY**

- **3.A.4** Use of textual evidence (quotations, paraphrases, or both) to demonstrate understanding of the source text

- **SYNTHESIZING IDEAS**

- **3.A.1** Comprehension of the source text
- **3.A.3** Accuracy in representation of the source text (i.e., no errors of fact or interpretation introduced)
- **3.B.1** Analysis of the source text and understanding of the analytical task

13. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **3.C.2** Use of effective organization and progression of ideas
- **2.B.1.2.1.B.1** The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **3.C.2** Use of effective organization and progression of ideas
- **2.B.1.2.1.B.1** The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.

- **EXPOSITORY ESSAYS**

- **3.C.2** Use of effective organization and progression of ideas
- **2.B.1.2.1.B.1** The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.

14. ARGUMENTATIVE WRITING 1

- **TYPES OF EVIDENCE**

- **3.C.1** Use of a central claim

- **CLAIMS AND COUNTERCLAIMS**

- **3.C.1** Use of a central claim

15. ARGUMENTATIVE WRITING 2

- **ARGUMENTATIVE CLAIMS**

- **3.C.1** Use of a central claim
- **2.B.1.2.1.B.1** The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

- **3.C.1** *Use of a central claim*
- **2.B.1.2.1.B.1** *The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.*

- **ARGUMENTATIVE ESSAYS**

- **3.C.1** *Use of a central claim*
- **2.B.1.2.1.B.1** *The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.*

16. REVISION CONSIDERATIONS 1

- **PREWRITING**

- **2.B.1.1.1.A.1** *The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.*

- **UNITY AND FOCUS**

- **2.B.1.3.1.A.1** *The student will revise text as needed to improve the exactness or content appropriateness of word choice.*
- **2.B.1.1.1.A.1** *The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.*
- **2.B.1.1.1.C.1** *The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.*
- **2.B.1.3.1.B.1** *The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).*

- **WORDINESS AND REDUNDANCY**

- **2.B.1.1.1.A.1** *The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.*
- **2.B.1.1.1.C.1** *The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.*
- **2.B.1.3.1.B.1** *The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).*

17. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**

- **2.B.1.1.1.A.1** *The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.*
- **2.B.1.2.1.B.1** *The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.*

- **MAINTAINING A FORMAL STYLE**

- **3.C.5** *Maintenance of a consistent, appropriate style and tone*
- **2.B.1.1.1.A.1** *The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.*
- **2.B.1.3.1.C.1** *The student will revise text as necessary to ensure consistency of style and tone within a text or to improve the match of style and tone to purpose.*