



SAT Crash Course

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SAT Math Foundations Review Sheet

Desmos Strategies for Equations

1. Let Desmos _____ stuff (if the equation has ____ and ____)
2. Let Desmos _____ for ____ (if the equation has ____ = a _____)
3. _____ and _____ using the _____ (if the equation has a
_____ such as _____)

Maximum or minimum? _____ the equation and look for the _____

Number of _____ for a quadratic? Count the x- _____

Two straight lines (a _____ system) have no solutions if they are _____. They

have 1 solution if they _____.

Geometry cheat sheet

The formula sheet has equations about _____ (shapes, triangles, rectangles, volume)

Click the X symbol in the _____ of Bluebook to

find the geometry formula sheet

Area of a triangle = _____

Sine =

Cosine =

Tangent =

The Pythagorean Theorem helps us find the _____ of a triangle if we

already know the other _____. It is _____ + _____ = _____

Area of a circle = _____

Circumference around a circle = _____

Testing Strategy

SAT Math questions go in order of _____ to _____

If you don't know how to solve a question, click _____ and then _____ it

Math questions _____, _____, and _____ are extremely difficult

time-wasters. Many students _____ them.

_____ double-check your answers as you go. This _____ time.

NOW GO GET 'EM! Say 3 times out loud: I am _____ !

Reading & Writing Strategies

Domain 1: Craft/Structure

Words in _____ (Vocab) Questions – Step-by-Step Strategy

1. Ignore the _____ at first.
 2. Read the whole sentence carefully, including after the _____.
 3. Predict your own _____ before looking at the answers.
 4. Look at the answer choices and match one to your _____.
 5. Avoid over-_____.
-

Function/_____ Questions – Step-by-Step Strategy

What are Function Questions?

These ask what a sentence _____.

Steps:

1. Read the _____ sentence carefully.
 2. Read the _____ sentences.
 3. How does this sentence _____ to the paragraph?
 4. How is this sentence _____ from what's around it?
 5. Pick the choice that best describes its _____.
-

_____ -Text Connections/Paired Passages – Step-by-Step Strategy

1. Read the _____ before reading the passages.
 2. If the question asks about Text 2's _____, you might _____ need to read Text 1.
 3. Predict before looking at the _____.
 4. Use _____ to eliminate wrong answers.
 5. Eliminate wrong answers if they have the wrong _____/_____.
-

Domain 2: Information & Ideas



Question Type: Command of Evidence (_____/Graph-Based)

Goal: Use a graph or table to support a _____.

Steps:

1. Skip these if you're short on _____.
 2. Start by reading the _____ — not the passage—to see what it is _____.
 3. Find the _____ in the passage.
 4. Usually at the _____.
 5. Use process of _____.
 - Cross out answers that are factually _____.
 - Be wary of extreme _____ (never, always, solely).
 - For science studies, focus on comparing the two _____.
-



Red Flag Words: never, a _____, solely, r _____, b _____ groups did the same.



Question Type: Command of _____ (Textual)

Goal: Find the best evidence that supports a _____.

Steps:

1. Find the _____.
2. It's almost never the first _____.
3. The claim is usually in the _____ sentence.
4. The first sentence is usually just _____.
5. Make a _____ of what the _____ says.

Tips:

6. Check each answer against your _____.
 7. Only pick an answer that covers all the key _____.
-



Question Type: _____ (Logically Completes the Text)

Goal: Find the best concluding _____.

Steps:

1. Realize this is a _____ sentence question.
 2. It should sum up and tie together the whole _____.
 3. Pay special attention to the _____ sentence.
 4. Ignore the answer _____ at first.
 5. Write your own _____ to the passage.
 6. Watch for “They say, _____” structures, which start by saying an _____ idea that isn’t _____ . Then it goes on to state a _____ perspective.
-

Domain 3: Expression of Ideas

Question Type: Rhetorical Synthesis/ _____ Bullet Points

Goal: Find the only answer that accomplishes the student’s _____.

Steps:

1. _____ the _____ points at first.
 2. Ignore the _____ sentence in the question.
 3. Now read the _____ sentence extremely _____.
 4. Highlight _____ words in the _____ and make a _____.
 5. Read each _____ and see if it _____ off every item in your checklist.
 6. If two _____ seem plausible, _____ try to outsmart the test. Just _____ the bullet _____.
-

Transitions – Quick Reference

| How does this sentence relate to the previous sentence? | Transition words |
|--|---|
| Opposite/contrasting | _____, on the _____ hand, while* |
| Opposite: “Yes, but…” to _____ a point | That _____, _____, nevertheless, despite/in spite of, _____ |
| Another fact. It’s adding a _____ example to _____ a point. | _____, furthermore, _____, in _____, _____ to mention* |
| Expanding upon the _____ fact. It’s giving an | _____, in fact, for _____, for instance, to |

| | |
|---|---|
| example to support the _____ sentence. | _____, specifically, _____ |
| Cause and effect. The previous sentence _____ this sentence. “And that’s the _____ why…” | Therefore, _____, _____, accordingly |
| Summary. It _____ the main idea of the previous sentence without adding new information. | That _____, in conclusion, in _____, in _____ words |

✓ General Strategies for All Question Types

- ✓ Always start by reading the _____ first.
 - ✓ Create your own _____ before reading the answers.
 - ✓ Avoid extreme _____ unless the passage is extreme.
 - ✓ Compare both _____ for science questions.
 - ✓ _____ read every _____ choice because there might be one good answer but another _____ answer.
-

📖 Key Vocabulary to Know

1. Assert — To _____ something without evidence.
 2. Underscore — To _____ or highlight.
 3. Undermine — To _____ or damage.
 4. Obsolete — No longer _____, outdated.
 5. Adhere to — To _____ to (like adhesive tape).
 6. Refute — To _____ or show something is wrong.
 7. Subsequently — _____
-

📝 Sample Brain Dump (What to Write After Class)

- Claim is never in the first _____.
- Make a checklist of _____ for Command of Evidence.
- Compare both groups for science _____.
- Extreme language = _____.
- Inference = concluding sentence; link back to the _____.

- Start with the _____ first for every question.
-

Unit 3: Grammar: Conventions of Standard English

Comma Sandwiches: The Most Important Thing to Know

A comma sandwich (also called a _____ comma phrase) is a detail tucked between two _____.

Cross It Out and Find the Core _____

Why This Matters: _____-Verb Agreement Questions

Quick Trick: Spot the ____ Pattern for Singular/____ Questions

Substitution Strategy

Replace the subject with “it” (singular) or “_____” (plural).

Run-ons and _____

Find the Full _____.

Special Rule: However Needs _____!

Run-On Fixes

To fix a run-on, you need:

1. Period
2. Semicolon
3. Comma + FANBOYS: (for, _____, nor, _____, _____, _____, _____)

✨ Semicolons in _____

👛 Jobs + Names = NO _____

24 Hours: Tips & tricks you need to know right before the test

Brain dump for Reframing Anxiety: Write down everything you learned, in detail:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Brain dump for Testing Strategies: Write down every single detail you recall from memory:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Own it! Additional thoughts/ideas of how you can make it work for you:

Brain dump for Health and Performance: Write down every single detail you recall from memory:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

10.

Own it! Additional thoughts/ideas of how you can make it work for you:

Brain dump for Mindset & Getting Your Head in the Game: Write down every single detail you recall from memory:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Own it! Additional thoughts/ideas of how you can make it work for you:

Overall reflection:

Write a few things that surprised you (including the presentation and the video):

- 1.
- 2.
- 3.
- 4.
- 5.

Write the most important things that you definitely want to remember:

- 1.
- 2.
- 3.
- 4.
- 5.

Write a few things you **already knew** and plan to use:

- 1.
- 2.
- 3.
- 4.

5.

Write any strategies/ideas that you **don't** plan to use:

Reread your notes, brain dumps, and additional thoughts. What are your top 2 Most Essential Things to Remember?

1.

2.

Commit to a plan:

At (time and day) _____, I will _____.

At (time and day) _____, I will _____.

At (time and day) _____, I will _____.

At (time and day) _____, I will _____.

At (time and day) _____, I will _____.

Now put your plan into your calendar/planner/to-do list/ask your parents to help you remember to do it.
Then do it!