Digital SAT

Reading and Writing Complete Prep

50 Full-Length Practice Tests

+ Comprehensive Reading, Grammar, and Writing Review

2027

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2027 Edition

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This book prepares students for SAT Reading and Writing. Each practice test contains 54 questions in two 32-minute modules. These practice tests are non-adaptive. All 54 questions count toward the raw practice result. Any 200–800 practice conversion is unofficial, has not been calibrated against official SAT results, and does not predict an official SAT score.

Online resources and test policies may change. Consult College Board's official guidance for current test requirements and use the codes in this book to access its online practice tests.

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GOOD READING LEADS SOMEWHERE GREAT!
CHAPTER 1
Reading for Meaning
IDEAS
DETAILS
EVIDENCE
CLEAR THINKING
1 Look for clues.
A small change can make a big difference.
NOTES
Evidence, please!
Detail
Detail
Detail
2 Find the best main idea.
Main idea
Detail
Detail
Detail
Too broad
Too narrow
Detail
3 Use evidence to reach a supported inference.
Look for evidence everywhere!
I will take the evidence route.
Guess
Clue
Clue
Supported inference
Read closely. Find support. Keep the claim precise.

Find central ideas, interpret details, make supported inferences, and use textual or quantitative evidence.

In this chapter, you will learn to

- Distinguish a text's main point from supporting details and explain an inference from specific clues.
- Check whether textual or numerical evidence supports the full scope of a claim.



1: Central Ideas and Details

Choose a central idea that covers the whole passage without adding a claim.

A passage has a subject and a point about that subject. The subject might be a library collection. Its central idea might explain why the library changed the way it collects material. Look for what the important details help you understand together.



Read the question before choosing the scale of your answer. A central-idea question concerns the whole text. A detail question may ask about one person's action or one feature of a study. For that narrower question, find the sentence that supplies the requested information.

For a central idea, give the passage a short description in your own words. Include the main action or relationship: "The library changed its plan after finding differences among apparently similar records." Then compare your description with the choices. A choice that names only one record may be accurate but too narrow. A choice that claims the records explain every aspect of the town reaches farther than the passage.

For an explicit detail, read a little before and after the relevant sentence. Check names and sequence. If a manager suggested the change and a librarian carried it out, the question's wording determines which person belongs in the answer.



A useful reading habit

Ask: What is the text mainly explaining? For a detail, ask: Which sentence answers this exact question? A memorable example can support the central idea without being the central idea itself.

Choosing the right scale

When studying, you can ask several different questions about the same passage. Each digital SAT Reading and Writing question instead has its own accompanying text. Those different tasks can still require different answers. Consider this brief example: A historian once treated merchants' public speeches as evidence that they welcomed a new harbor tax. Private letters instead describe the speeches as an effort to obtain exemptions. The historian now distinguishes public support from private bargaining.

The *topic* is merchants and a harbor tax. The *central idea* is the revised interpretation of their apparent support. A *detail* is what the private letters describe. An *inference* might be that public statements alone can misrepresent these merchants' motives. The writer's *purpose* is to explain why the historian changed an interpretation. Keeping those tasks separate prevents a true detail from winning a whole-text question.

For a central idea, pause after each sentence and give it a short job: introduces a view, supplies evidence, or changes the view. Then complete a sentence naming the subject and what the passage establishes about it. Include a qualification if the ending limits the claim. You need not mention every example.

Check a close choice in two directions. Does it cover the important development, or only an example? Does it add a motive, recommendation, or certainty the author never supplies? A longer answer can still be too narrow; a short answer can capture the complete point. For a detail question, verify the requested person, action, and time in the relevant sentence instead of expanding to the whole passage.

Use the worked examples to learn these distinctions, then attempt independent practice. In the advanced questions, several choices preserve real details. Decide which relationship makes those details belong together.



SAT-Style Question

A local-history archive planned to scan the best-preserved restaurant menu from each decade. Then staff found three readable menus from the same year: one offered a children's plate, another omitted it, and a third carried a handwritten instruction to ask the server about it. Staff kept all three and began scanning each distinct version, including stained copies. Their display still used only a few pages, but the larger collection allowed researchers to examine changes that a selection based on age and condition would miss.

Which choice best states the main idea of the text?

A. The archive used the condition of its menus to decide which changes deserved further investigation.

B. Differences among menus prompted the archive to preserve versions that its earlier selection plan would have excluded.

C. The archive developed its public display to explain why a restaurant repeatedly changed one item on its menu.

D. The archive found that menus from a single year offered a more complete restaurant history than menus from different decades.

SAT-Style Question

A librarian attributes an increase in requests for local-history photographs to a new online search page. Requests rose in the month the page opened. In that same month, a teacher assigned several large classes a project requiring local photographs. The librarian argues that the page enabled students to discover relevant images and thus generated the additional requests, rather than the assignment itself bringing new users to the archive.

Which finding, if true, would most directly weaken the librarian's explanation?

A. Students completing the assignment requested photographs from more dates than users had requested in the preceding month.
B. Requests made through the new page increased, while the number of requests made by telephone declined.
C. Students who used the page said that its descriptions helped them choose among photographs for the assignment.
D. Nearly all additional requests came from assigned students who used the teacher's printed list and had not visited the new page.

Answer: D. D connects the increase with students who obtained their choices from the teacher's list without using the page. That directly weakens the proposed pathway from online discovery to additional requests. A describes a wider range of requested dates, which does not identify how the students found the images. B concerns a shift between request channels. Existing users might simply have changed methods. C supports the page's usefulness to students who used it, rather than challenging that usefulness. D does not prove that the page had no effect on any request, but it gives a strong reason to reconsider what generated the rise.

Chapter Practice

Topic 3: Textual Evidence: Supporting and Challenging a Claim. Answers and explanations are at the back of the book.

Try these questions before reading the explanations. Each question has one best answer.

13. A botanist proposes that the scent of a flower helps moths locate it at night. In a trial conducted after dark, otherwise identical artificial flowers have either the scent or no scent; both sets have the same shape and color.

Which finding would most directly support the proposal?

A. Moths visit both groups of artificial flowers more frequently than they visit flowers of a different shape.
B. The moths land on scented flowers more frequently than on unscented flowers.
C. Scented and unscented flowers receive similar numbers of moth visits during the trial.
D. Moths visit scented flowers more often only when those flowers also differ in color from the unscented flowers.

14. A music historian claims that a handwritten score was made for a small string ensemble because it contains only string parts. The historian has examined the surviving pages but has not established whether the score is complete.

Which finding would most directly weaken the claim?

A. Several string parts contain passages that are difficult for a small ensemble to perform.
B. The surviving string parts appear to have been copied at different times.
C. A page list identifies missing sections containing wind-instrument parts.
D. The score's title names a work sometimes performed by both small and large string ensembles.

15. A researcher argues that a new reminder system increased attendance at a clinic. Total attendance rose after the system began, but the clinic also opened an additional examination room and began offering more appointments each day.

Which finding would most directly challenge using the total increase as evidence for the reminder system?

A. The proportion of booked appointments attended remained the same while the number of available appointments rose.

B. The total number of patients attending rose more in months with more available appointments.

C. Patients who received reminders were more likely to attend than patients who had not booked appointments.

D. Most patients who attended could recall receiving a reminder.

16. A critic interprets a character's repeated repairs to a wooden boat as a sign of commitment to returning to the sea. The character speaks little about future plans.

Which detail, if included in the story, would most directly support the critic's interpretation?

A. The character repaints the boat's name in letters matching those used on its original hull.

B. The character helps a neighbor repair a boat that is already used for regular fishing trips.

C. The character keeps receipts for every part bought during the repairs.

D. After each repair, the character marks a new practice trip on a tide chart.

17. A linguist hypothesizes that speakers retain an unfamiliar word more successfully when they use it in a sentence than when they only hear its definition. Volunteers were randomly assigned to one of these two activities and tested a week later. Both groups spent the same amount of time studying the same words.

Which finding, if true, would most directly support the hypothesis?

A. Volunteers in both groups recognized some words that they had studied.

B. The sentence group recalled more of the studied words than the definition group did.

C. The definition group rated the words as less familiar before studying them.

D. Volunteers in the sentence group varied in the number of words they recalled.

18. A historian argues that a town's market moved to the riverside square before 1840. The argument relies on an 1836 letter mentioning stalls beside the river. Another researcher points out that the letter may describe a temporary fair rather than the town's regular market.

Which finding, if true, would most directly support the other researcher's objection?

A. The town held a fair beside the river in 1850.

B. Some market traders in the town also attended temporary fairs.

C. The 1836 letter identifies the riverside stalls as part of a three-day fair and locates the regular market elsewhere.

D. A map made after 1840 labels the riverside square as a market.

4: Quantitative Evidence: Reading Tables and Graphs

Compare the correct graph or table values, including their units and groups.

A table is a compact way to present comparisons. Start with its title and labels. Check what each row represents, what the columns measure, and whether the values are counts, percentages, times, or something else. A value of 12 minutes means something different from 12 visitors.

Next restate the claim in the question. If it says a waiting time fell at every location, compare the two times within each row. Finding the location with the shortest final wait answers a different question. Keep the direction of the comparison clear: a smaller waiting time usually means less waiting, while a larger output usually means more production.



Many reading questions require selecting the relevant displayed values rather than doing a separate calculation. Read the needed pairs, then check that the answer includes every part of the claim. A correct value from one row can still be incomplete evidence for a pattern across three rows.

The table's observation period limits the answer. Values for three tested sites do not establish a result at every site in a country. A table can show that two measures changed together without explaining why. Use the passage's research conditions to judge any statement about cause.

A useful reading habit

Read labels first. Compare the same measure within the groups named in the claim. A highest value, a largest change, and a pattern shared by all rows are different things.

Reading bar and line graphs

On a bar graph, read the category labels, the vertical scale, and any legend identifying different bars. A bar's height represents its labeled quantity. On a line graph, locate the horizontal values first, then follow each labeled series from point to point. The connecting segments help you see change between recorded points; they do not supply a measurement at every unrecorded moment. Check whether the vertical axis starts at zero before judging the size of a difference from its appearance.

To compare final values, read the endpoints. To compare increases on a line graph, compare the vertical distance between each series' starting and ending points over the same interval. A series can finish highest after starting highest and still have the smaller increase. A graph-based Reading and Writing question asks you to interpret displayed information, not perform calculations. Keep the interval and the series labels attached to the values you use.

Interpreting the measured quantity

Counts tell how many; rates relate a count to a base, such as visitors per hour. Two sites can have different totals but identical rates if one was observed longer. An average summarizes values; it is not their sum. Use the measure supplied for the claim rather than converting a displayed average into a total or assuming that a larger count means a larger rate.

When a percentage rises from 40% to 50%, the change can be described as 10 *percentage points*; the proportional increase from its starting value is 25%. Those are different descriptions of the same change. These values explain the terminology; you are not being asked to calculate them. On a Reading and Writing item, select the displayed comparison that bears on the claim and preserve the measure named in the text.

For evidence questions, translate the claim into a comparison before inspecting the options: each site, one exception, later interval, or greatest change. Finally check the passage's study design. A graph shows measured patterns; a causal explanation needs evidence about how the observations were obtained.