



Eduvance Test Prep

### Reading Approach By Problem Type

The College Board names five different types of problems that are in the SAT. However, I am going to modify these problem types to make them more recognizable when evaluating a placement test.

I have sorted the Reading portion into six different types of problems: Main topic/Structure questions, Logical Completion questions, Support Questions, Poem questions, Text 1 vs. Text 2 questions, and Note-Organization questions. These organized problem types should make it easy to recognize a problem on a test, thereby making it easier to remember the approaches I am about to give you.



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Main Topic/Structure questions:

Approach:

Step 1: Read the question.

Step 2: Rephrase the question.

Step 3: Treasure hunt.

Step 4: Draw your own conclusion.

Step 5: Compare your conclusion with the answers.

I have left the answers out of the original example problem to illustrate the system. I will demonstrate how this system works with the problem below:

*Example Problem 1:*

*“Some animal-behavior studies involve observing wild animals in their natural habitat, and some involve capturing wild animals and observing them in a laboratory. Each approach has advantages over the other. In wild studies, researchers can more easily presume that the animals are behaving normally, and in lab studies, researchers can more easily control factors that might affect the results. But if, for example, the results from a wild study and a lab study of Western scrub-jays (*Aphelocoma californica*) contradict each other, one or both of the studies must have failed to account for some factor that was relevant to the birds’ behavior.”*

*“Which choice best states the main idea of the text?”*

Step 1: Read the question.

*“Which choice best states the main idea of the text?”*

Step 2: Rephrase the question.

Whenever you rephrase a question (or a statement) you want to do so in a way that requires you to find the answer in the text, which naturally leads to the third step.

*“Which choice best states the main idea of the text?”*

*“What is the main idea of the text?”*

Simple enough right?

Step 3: Treasure hunt.



Now it is time for you to read the passage and answer the question.

Step 4: Draw your own conclusion.

In sentence one, the author contrasts two different ways to conduct an experiment. Next, he states how they both have advantages. He continues to go into detail about the advantages and disadvantages of both choices. And then he gives an example about how one or both systems might be faulty.

From this information, my conclusion would be: “The main purpose of this text is to contrast the pros and cons of different ways to do an experiment.”

Time for the next step.

Step 5: Compare your conclusion with the answers.

My conclusion was, **“The main purpose of this text is to contrast the pros and cons of different ways to do an experiment.”**

the answers that were given are the following:

- E. When the results of a natural-habitat study and those from a lab study of a wild animal such as the Western scrub-jay conflict, the study in the natural habitat is more likely than the lab study to have accurate results.*
- F. Studying wild animals such as the Western scrub-jay in both their natural habitat and lab settings is likely to yield conflicting results that researchers cannot fully resolve.*
- G. Wild animals such as the Western scrub-jay can be effectively studied in their natural habitat and in the lab, but each approach has drawbacks that could affect the accuracy of the findings.*
- H. Differing results between natural-habitat and lab studies of wild animals such as the Western scrub-jay are a strong indication that both of the studies had design flaws that affected the accuracy of their results.*

Option A suggests that the “Main Point” of the text is about the results, so A is wrong.

Option B is also about results.

Option C talks about the contrasts and conflicts of two different experiments and how each has their drawbacks. Option C is a very good option, but let’s check Option D just to make sure.



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Option D puts on emphasis on design flaws but does not accurately give a picture of the overall outline of the passage.

Option C is the correct answer!

It is important to remember that the even if an answer makes sense based on the material in the passage, it is only right if it appropriately addresses the question that is being asked. In the question above, answer D could be logically sound, but it does not appropriately address the main structure of the text. This is why reading the question first and rephrasing it in a way that you can remember is the most important step.



## Logical Completion questions:

### Approach

Step 1: Read the question.

Step 2: Rephrase the question.

Step 3: Treasure hunt.

Step 4: Draw your own conclusion.

Step 5: Compare your conclusion with the answers.

It is important to note that although the basic steps are the same for every reading problem, there is a different depth to each step depending on the problem type. For example, Main Topic questions have a basic step 2, however logical comparison questions might require several questions to be answered before you can move to the next step.

### Example Problem:

*“Birds of many species ingest foods containing carotenoids, pigmented molecules that are converted into feather coloration. Coloration tends to be especially saturated in male birds’ feathers, and because carotenoids also confer health benefits, the deeply saturated colors generally serve to communicate what is known as an honest signal of a bird’s overall fitness to potential mates. However, ornithologist Allison J. Shultz and others have found that males in several species of the tanager genus *Ramphocelus* use microstructures in their feathers to manipulate light, creating the appearance of deeper saturation without the birds necessarily having to maintain a carotenoid-rich diet. These findings suggest that \_\_\_\_\_”*

*“Which choice most logically completes the text?”*

Step 1: Read the question.

*“Which choice most logically completes the text?”*

Step 2: Rephrase the question.

*\*Remember, you need to rephrase this question in a way that allows you to look for something in the passage. Before you can reword the question above, you must ask another question. \**

*Question 1: What is the passage about*

By looking at the first half of the last sentence we can see it reads, “These findings suggest that \_\_\_\_\_”



By looking at this statement we need to find what “findings” the passage is talking about.

*Question 2: What are the findings that the passage mentions?*

*Question 3: Which phrase most logically completes the suggestion of the findings?*

### Step 3: Treasure hunt

Now you must read the passage and determine what the “findings” are.

*The findings show that some male birds manipulate light to attract female birds, but bright colors are not necessarily due to a healthy carotenoid diet.*

### Step 4: Draw your own conclusion.

Remember not to make any inferences about what you think the answer should be, make your answer based only on the specific data mentioned in the text. For example, it might be tempting to speculate and say, “This shows that carotenoids do not increase coloration.” However, it does not say that in the passage.

In the passage it states, “the deeply saturated colors generally serve to communicate what is known as an honest signal of a bird’s overall fitness to potential mates.”

Therefore, the conclusion that I would draw would be:

*“Male birds deceptively manipulate light to seem healthier to female birds.”*

### Step 5: Compare your conclusion to the answers:

My conclusion: “Male birds deceptively manipulate light to seem healthier to female birds.”

- A. Individual male tanagers can engage in honest signaling without relying on carotenoid consumption.
- B. Feather microstructures may be less effective than deeply saturated feathers for signaling overall fitness.
- C. Scientists have yet to determine why tanagers prefer mates with colorful appearances.
- D. A male tanager’s appearance may function as a dishonest signal of the individual’s overall fitness.

Option A: carotenoid consumption would be sign of health in a bird, which would mean improper consumption would be dishonest.



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Option B: This does not follow the logical completion of the passage.

Option C: Not the point of the passage.

Option D: This answer shows that the tanagers may be dishonest in their health because of their bright colors.

Option D is the correct answer!



### Note-Organization questions:

For Note-Organization questions it is important to remember that the nature of the question varies problem to problem. Thus, step one becomes vital in the proper completion of the problem. For example, in the problem below it states: “The student wants to emphasize the duration and purpose of Cohen’s and Rodrigues’s work”. As this question is specific to this problem, students should not assume that they know what the question will ask, so step 1 is vital.

### Approach

Step 1: Read the question.

Step 2: Rephrase the question.

Step 3: Treasure hunt.

Step 4: Compare your information to the answers.

### Example problem:

*“While researching a topic, a student has taken the following notes:*

- *The Gullah are a group of African Americans who have lived in parts of the southeastern United States since the 18th century.*
- *Gullah culture is influenced by West African and Central African traditions.*
- *Louise Miller Cohen is a Gullah historian, storyteller, and preservationist.*
- *She founded the Gullah Museum of Hilton Head Island, South Carolina, in 2003.*
- *Vermelle Rodrigues is a Gullah historian, artist, and preservationist.*
- *She founded the Gullah Museum of Georgetown, South Carolina, in 2003.”*

*“The student wants to emphasize the duration and purpose of Cohen’s and Rodrigues’s work. Which choice most effectively uses relevant information from the notes to accomplish this goal?”*

### Step 1: Read the Question

*“The student wants to emphasize the duration and purpose of Cohen’s and Rodrigues’s work. Which choice most effectively uses relevant information from the notes to accomplish this goal?”*





There are a couple of notable parts here. The first half of the question tells us how the summary sentence needs to be structured. The second half asks the actual question.

Step 2: Rearrange the question.

*“Which choice most effectively emphasized the duration and purpose of Cohen’s and Rodrigues’s work?”*

Which also prompts the question:

*“What was Cohen’s and Rodrigues’s work?”*

Step 3: Treasure Hunt

First, we must find what Cohen’s and Rodrigues’s work actually was.

*“Louise Miller Cohen is a Gullah historian, storyteller, and preservationist [who] founded the Gullah Museum of Hilton Head Island, South Carolina, in 2003..”*

*“Vermelle Rodrigues is a Gullah historian, artist, and preservationist [who] founded the Gullah Museum of Georgetown, South Carolina, in 2003.”*

We now know that both Cohen and Rodrigues founded Gullah museums in South Carolina in 2003. This tells us that their work was on Gullah history/preservation.

Now we must figure out the duration and purpose of their work, which appears to be from 2003-the present.

Now let’s compare the answers.

Step 4: Compare your information to the answers.

Our question:

*“Which choice most effectively emphasized the duration and purpose of Cohen’s and Rodrigues’s work?”*

- A. At the Gullah Museums in Hilton Head Island and Georgetown, South Carolina, visitors can learn more about the Gullah people who have lived in the region for centuries.



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- B. Louise Miller Cohen and Vermelle Rodrigues have worked to preserve the culture of the Gullah people, who have lived in the United States since the 18th century.
- C. Since 2003, Louise Miller Cohen and Vermelle Rodrigues have worked to preserve Gullah culture through their museums.
- D. Influenced by the traditions of West and Central Africa, Gullah culture developed in parts of the southeastern United States in the 18th century.

Answer A: Does not mention the duration of their work.

Answer B: Mentions the duration of the Gullah people, but not Cohen and Rodrigues's work.

Answer C: Talks about how long they have been working to preserve Gullah Culture.

Answer D. Talks about Gullah history.

Answer C is correct!



### Support Questions:

Support questions are easy to recognize because they have the word “support” in the question. Generally, they are asking you to choose an answer that supports information mentioned in the passage, so reading comprehension is very important for this type of problem.

### Approach

Step 1: Read the question.

Step 2: Rephrase the question.

Step 3: Treasure hunt.

Step 4: Draw your own conclusion.

Step 5: Compare your conclusion with the answers.

### Example Problem:

*“In the twentieth century, ethnographers made a concerted effort to collect Mexican American folklore, but they did not always agree about that folklore’s origins. Scholars such as Aurelio Espinosa claimed that Mexican American folklore derived largely from the folklore of Spain, which ruled Mexico and what is now the southwestern United States from the sixteenth to early nineteenth centuries. Scholars such as Américo Paredes, by contrast, argued that while some Spanish influence is undeniable, Mexican American folklore is mainly the product of the ongoing interactions of various cultures in Mexico and the United States.”*

*“Which finding, if true, would most directly support Paredes’s argument?”*

Step 1: Read the question.

*“Which finding, if true, would most directly support Paredes’s argument?”*

Step 2: Rephrase the question.

(in this case the original question suffices)

However, you still must answer the question:

*“What is Paredes’s argument”*



### Step 3: Treasure Hunt

Paredes's argument:

*"...Spanish influence is undeniable, [but] Mexican American folklore is mainly the product of the ongoing interactions of various cultures in Mexico and the United States."*

Now we must address the original question:

*"Which finding, if true, would most directly support Paredes's argument?"*

### Step 4: Draw your own conclusion.

Now for this step, you should not try to draw specific examples of something that would support this argument, instead draw a mental picture of what the answers will need to support.

For example: "The evidence must support the idea that Mexican American folklore is mainly the product of cultural interaction in Mexico and the United states."

### Step 5: Review the answers with your conclusion.

- A. The folklore that the ethnographers collected included several songs written in the form of a *décima*, a type of poem originating in late sixteenth-century Spain.
- B. Much of the folklore that the ethnographers collected had similar elements from region to region.
- C. Most of the folklore that the ethnographers collected was previously unknown to scholars.
- D. Most of the folklore that the ethnographers collected consisted of *corridos*—ballads about history and social life—of a clearly recent origin.

Answer A: Supports the idea that most of the folklore originates from Spain.

Answer B: Irrelevant to the question.

Answer C: Irrelevant to the question.

Answer D. In the passage it states that Spain ruled Mexico and Parts of southern America until the 19<sup>th</sup> century. Consequently, if the *corridos* were of recent origin, it would make sense that it was after the rule of Spain, making it Mexican American culture, not Spanish culture.

Answer D is correct!



## Text Reference Questions

Approach:

Step 1: Read the question.

Step 2: Rephrase the question.

Step 3: Treasure hunt.

Step 4: Draw your own conclusion.

Step 5: Compare your conclusion with the answers.

Example Problem:

*“The following text is adapted from Lewis Carroll’s 1889 satirical novel Sylvie and Bruno. A crowd has gathered outside a room belonging to the Warden, an official who reports to the Lord Chancellor.*

*One man, who was more excited than the rest, flung his hat high into the air, and shouted (as well as I could make out) “Who roar for the Sub-Warden?” Everybody roared, but whether it was for the Sub-Warden, or not, did not clearly appear: some were shouting “Bread!” and some “Taxes!”, but no one seemed to know what it was they really wanted.*

*All this I saw from the open window of the Warden’s breakfast-saloon, looking across the shoulder of the Lord Chancellor.*

*“What can it all mean?” he kept repeating to himself. “I never heard such shouting before—and at this time of the morning, too! And with such unanimity!”*

*Based on the text, how does the Lord Chancellor respond to the crowd?”*

Step 1: Read the question.

*“Based on the text, how does the Lord Chancellor respond to the crowd?”*

Step 2: Rephrase the Question

\*The question will stay the same for this example\*



### Step 3: Treasure hunt

You need to find the following information about the passage:

- What is the crowd saying that the Lord Chancellor must respond to?
- How does the Lord Chancellor respond?

### Step 4: Draw your own conclusion.

We see that the people did not really know what they were shouting about. Additionally, the Lord Chancellor is perplexed about the situation and specifically the time of morning that it is occurring at. He asserted that the crowd showed unanimity (unity), even though previously in the passage it stated they have no idea what they were gathering for.

### Step 5: Compare your conclusion with answers.

Our conclusion was that the Lord Chancellor was confused about why they were gathering and inaccurately asserted that the crowd agreed with each other.

- A. He asks about the meaning of the crowd's shouting, even though he claims to know what the crowd wants.
- B. He indicates a desire to speak to the crowd, even though the crowd has asked to speak to the Sub-Warden.
- C. He expresses sympathy for the crowd's demands, even though the crowd's shouting annoys him.
- D. He describes the crowd as being united, even though the crowd clearly appears otherwise.

Option A: He never claimed to know what the crowd wanted; in fact he did the opposite.

Option B: The whole statement is false.

Option C: The text never specified that the shouting annoyed him.

Option D: He said he was surprised with the crowd's unanimity (unity) even though they were not united. This is an accurate answer.

Option D is correct.

Vocabulary is important for this type of question. Additionally, many question like these will utilize poems. Without proper reading comprehension, you will struggle to understand the passage.



### Text 1 vs Text 2 questions

These questions often confuse students because they utilize the concept of inference. Inference questions are difficult for many students to work because it asks you to draw a conclusion about the text without any explicit portion of the passage that contains the answer. Despite there being no explicit portion of the passage that holds the answer, there are indicators that you should look for in inference questions.

With text 1 vs text 2 questions, the question will be phrased in a few different ways:

1. How would author \_\_\_\_ refute author \_\_\_\_'s point: \_\_\_\_\_.
2. What would author \_\_\_\_ and author \_\_\_\_ likely agree on.

An important thing to keep in mind with these types of passages is looking at the main argument/perspective, and the points the author makes to support the passage.

### Approach

Step 1: Read the question.

Step 2: Rephrase the question.

Step 3: Treasure hunt.

Step 4: Draw your own conclusion.

Step 5: Compare your conclusion with the answers.

### Example Problem:

#### *Text 1*

*When companies in the same industry propose merging with one another, they often claim that the merger will benefit consumers by increasing efficiency and therefore lowering prices. Economist Ying Fan investigated this notion in the context of the United States newspaper market. She modeled a hypothetical merger of Minneapolis-area newspapers and found that subscription prices would rise following a merger.*

#### *Text 2*

*Economists Dario Focarelli and Fabio Panetta have argued that research on the effect of mergers on prices has focused excessively on short-term effects, which tend to be adverse*



*for consumers. Using the case of consumer banking in Italy, they show that over the long term (several years, in their study), the efficiency gains realized by merged companies do result in economic benefits for consumers.*

*Based on the texts, how would Focarelli and Panetta (Text 2) most likely respond to Fan's findings (Text 1)?"*

Step 1: Read the Question.

*Based on the texts, how would Focarelli and Panetta (Text 2) most likely respond to Fan's findings (Text 1)?"*

Step 2: Rephrase the Question.

What are Fan's findings?

How would Focarelli and Panetta, respond to \_\_\_\_\_ (Fan's findings).

Step 3: Treasure Hunt.

The purpose of text one is to refute the claim that subscription prices would lower in the case of a company merger. Fan makes the claim using a hypothetical scenario that they would not lower, but instead rise.

Text 2 emphasizes the point that most studies conducted on mergers simply look at the short-term analysis of the merger, but on a long-term basis the merger does benefit consumers. Refuting what is said in Text 1.

*\*look at overall structure\**

Step 4: Draw your own conclusion.

From the information given above we can make logical assumption that the authors from text 2 would likely refute text 1 by saying:

*"They should look at the results of consumer benefit on a more long-term basis."*

Step 5: Compare your conclusion to the answers.

- A. They would argue that over the long term the expenses incurred by the merged newspaper company will also increase.
- B. They would recommend that Fan compare the near-term effect of a merger on subscription prices in the Minneapolis area with the effect of a merger in another newspaper market.





- C. They would encourage Fan to investigate whether the projected effect on subscription prices persists over an extended period.
- D. They would claim that mergers have a different effect on consumer prices in the newspaper industry than in most other industries.

Option A: This option mentions they should measure long-term expenses but does not measure overall consumer benefits.

Option B: This option states that Fan should have more than one example for her agreement, but does not answer the question, “how would the authors of text 2 **LIKELY** respond.”

Option C: This answer states that they would encourage Fan to increase her time span for tests.

Option D: This answer does not align with the argument that is made in text 2.

Option C is the correct answer.