

Get R.E.A.D.Y. for the SAT Essay!

Score High with the Five Key Elements



essayready!

Freely Share This eBook!



[Share it on Facebook](#)



[Tweet it](#)



[Email it to a friend](#)



[Copy & share the download URL](#)

This work is licensed under the Creative Commons [Attribution-NonCommercial-NoDerivs CC BY-NC-ND License](#).

ABOUT ESSAY READY

We teach students how to write well. In particular, we show how to master the persuasive essay and to consistently write at a college level. Our company was founded in 2006 and we have been helping students ever since. Initially, our name was "Essay Institute." We decided to switch to Essay Ready after we distilled our key writing advice down into five essential elements: Reasons, Examples, Answer, Delight, and Yacht. This R.E.A.D.Y approach was inspired in part by the four step method that law students learn for legal writing. Our R.E.A.D.Y. framework has proved to be extremely effective over the past several years--resulting in happy, well prepared students across the U.S. and around the world.

ABOUT THE AUTHOR

Essay Ready was founded by Erick Widman, a lawyer who grew up in Silicon Valley and had always thought about becoming a teacher. After graduating with honors from UCLA, he finished law school at UC Davis in 1999. He then taught business law to college students in Budapest, Hungary for a year. He returned back to California where he was corporate legal counsel at Philips Corporation for four years. Seeing a huge need among students who lack the skills and confidence to write well, he launched this business in 2006 with the advice and collaboration of a high school English teacher. He now lives in Portland, Oregon with his wife and two sons.



TABLE OF CONTENTS

Introduction	Taking Students From Uncertainty to Confidence • 5
Chapter 1.	Why You Should Like and Respect the SAT Essay • 6 The Cynics are Wrong—the SAT Essay Measures Skills Essential for Success • 7 The Writing Section is the Most Important Part of the SAT • 7
Chapter 2.	Great News: You Can Learn How to Score High on the SAT Essay Quickly • 9 The SAT Essay Is Actually Not that Hard • 10 Why Most Students Aren't Strong Writers or Prepared for the SAT Essay • 10 The Foundation for Scoring High: Choose to Write a Persuasive Essay • 11 Students Can Learn to Quickly and Dramatically Improve Their Writing • 11 The Key Elements for Success—What Law Students and Essay Ready Students Have in Common • 12
Chapter 3.	Overview of the Essay R.E.A.D.Y. Approach and the SAT Essay Itself • 13 Core Principles of the R.E.A.D.Y. Approach • 14 Reasons • 16 Examples • 16 Answer • 17 R.E.A. in the Thesis Statement and Topic Sentences • 18 Delight • 19 Yacht • 19 Key Facts to Know About the SAT Essay • 20
Chapter 4.	The Three-Legged Stool and Details for Each R.E.A.D.Y. Element • 21 The Three-Legged Stool: R.E.A. • 22 Reasons • 22 Examples • 27 Answer • 30 Delight • 31 Yacht • 33 You Are Now R.E.A.D.Y. • 35
Chapter 5.	Template for Essay Review • 36
Chapter 6.	Actual Essays with Perfect Scores and Explanations • 39 Essay 1 • 40 Essay 2 • 43

Introduction:

Taking Students From Uncertainty to Confidence

Few people enjoy feeling uncertain. In fact, if you're like most, you hate being confused—especially when it involves figuring out how to excel on a test that will impact the rest of your life. Most students simply don't know how to score high on the SAT essay because they are not sure what they should be aiming at. However, after five years of coaching hundreds of students, we are able to show you exactly what you need to do on the SAT essay to score high. We have continually fine-tuned our system and broken it down into five easy-to-remember elements. By learning to use the [R.E.A.D.Y. approach](#), you will not only be able to deliver a superb SAT essay, you will be much better prepared to write well in college and beyond.

We've done our best to make sure this manual lays out the five elements in a clear, simple manner. We've also included Essay Ready's standard Essay Review Template as Chapter Five to provide an essential checklist of what your essay should contain. In Chapter Six, be sure to closely examine two essays that Essay Ready students wrote for the actual SAT after learning our approach. Both of these students initially believed that writing was their weakest subject on the SAT—and both went on to receive perfect scores on the SAT essay. We've provided detailed commentary on the strengths and weaknesses of each of their essays and you will be encouraged to see that imperfect essays certainly can receive perfect scores. We look forward to walking you through the R.E.A.D.Y. system so that you too can get as high a score as possible! First, however, let's look at why we all should be very glad the essay section is included on the SAT.

Chapter 1.

WHY YOU SHOULD LIKE AND RESPECT
THE SAT ESSAY



The Cynics are Wrong—the SAT Essay Measures Skills Essential for Success

Most students and educators have a strong opinion about the SAT essay, and many have a negative view of it. Standard complaints—from both experts and students unhappy with their scores—emphasize that its prompts are too vague and its 25 minute time frame is outrageously short. Such critics believe these unfair writing conditions are the main reason that students typically produce insincere, mechanical drivel that makes English teachers wince. Other detractors believe that the SAT essay promotes superficial writing because students are not supposed to prepare content for it ahead of time—unlike college students who are always able to study specific material for their in-class or take-home writing assignments. In addition, some cynical test prep companies scare students about how unreasonably difficult the essay section is while simultaneously offering “secrets to ace it.” Finally, many SAT essay skeptics have noted that in the “real world” of the workplace, bosses simply don’t ask college grads general philosophical questions like, “does art perform a useful role in society?”

It's true that any two page writing sample produced in just 25 minutes is understandably rough and certainly unpolished. Being polished, however, is not the main point. (Indeed, the college admissions essay is an opportunity for students to show what they can deliver without a tight deadline). Overall, what the naysayers need to recognize is that the SAT essay test is not primarily about *writing*—rather it's fundamentally about *thinking and expressing those thoughts*. Understanding the true nature of the essay section immediately makes it more relevant for both college and the “real world.” For example, while an employee probably won't need to provide her opinion about “whether heroes have been falsely defined in our culture,” she will be asked questions that require a fast response, like, “Is logo A better than logo B for our product, and why?” Or, young doctors will need to answer questions like, “Does this patient need to go immediately to the operating room or can he wait a few hours more?” In the real world of work, we are sometimes required to provide a written response to these important questions and sometimes we have to answer verbally. In either case, however, a good response needs to be coherent and demonstrate insightful thinking.

Thus, the first step towards properly understanding the SAT Essay is recognizing that it is—at its core—a test of logical reasoning, creative thinking and persuasion. All credible experts acknowledge that these skills are needed to quickly and effectively answer questions in the workplace. An excellent way to demonstrate the ability to reason under pressure is by smoothly and effectively responding to an essay assignment within a short period of time. We at Essay Ready have a healthy respect for the SAT essay based on this reason alone.

The Writing Section is the Most Important Part of the SAT

If you're not yet persuaded about how essential the SAT essay is, you should consider some [compelling scientific evidence](#). Multiple research studies have shown that the Writing sec-

tion of the SAT is actually the most important predictor of college academic success for students—more so than the math or reading sections! The makers of the SAT, the College Board, conducted an exhaustive study of 150,000 students and found that the students who score high on the Writing section end up receiving better grades in college than students who don't score well. Other universities, including the University of California, have done their own studies and come to the same conclusion. Thus, doing well on the Writing and essay portion of the SAT is incredibly important for students who want to perform well in college. In fact, it is hard to imagine doing well in college without superior writing skills because university classes require a significant number of term papers and in-class written midterms.

Chapter 2.

GREAT NEWS ABOUT THE SAT ESSAY:
YOU CAN LEARN HOW TO SCORE HIGH
QUICKLY



The SAT Essay Is Actually Not that Hard

Now that it's clear that the SAT essay is important for your success in college and the workplace, you may be a bit discouraged if you have never been a strong writer. Perhaps you prefer math and science because these subjects have clear "rules" that you can master and apply. Or maybe you are an international student who speaks English as a second or third (or fourth!) language and feel intimidated at the prospect of having to write a detailed essay in 25 minutes. The welcome news for everyone taking the SAT is that the essay section—despite what you may currently believe—is actually fairly easy and perhaps even fun once you have mastered certain fundamentals. Specifically, "the fundamentals" we're referring to are the key components of any persuasive essay, which we've summarized in our R.E.A.D.Y. approach. Our students simply aren't intimidated by the SAT essay because they have learned [an excellent way to craft a response](#).

Why Most Students Aren't Strong Writers or Prepared for the SAT Essay

How is it possible that so many students don't possess essential writing skills and are unprepared for the SAT essay? The answer to this question comes in two parts. *First, there is a genuine lack of effective, simple guidance for writing well in general and the SAT essay in particular.* The Essay Ready team has read every reputable SAT essay book and manual on the market (at least ten) and found that the vast majority of them don't provide clear, practical advice on how to consistently write well. This of course motivated us to meet the need by spelling out our own simple R.E.A.D.Y. method that has now been used for over four years to help students achieve top scores on the SAT Essay. In addition, the College Board unintentionally frustrates students because it doesn't specifically state the type of essay that students should write. Although test-takers can choose essentially any style of essay—including a narrative or expository format—we've found that writing a persuasive essay is clearly best, as explained in the next section below.

Second, many busy teachers don't have time to thoroughly prepare students for college-level academic writing. Teaching writing is incredibly time consuming and large class sizes don't allow students to get the attention they need. Also, the vast majority of all writing in both college and in the workplace is persuasive or argumentative writing—setting forth a point of view and urging others to adopt it for certain reasons. Unfortunately, many students don't get enough practice and training in this type of academic, persuasive writing. Instead, much of their writing experience comes from journaling, reflection papers, or other forms of creative writing. As a result, students often get in the habit of producing overly casual personal musings filled with mushy thinking whenever they're asked to provide their opinion in writing. Many students therefore still need to learn how to clearly use logic and effective examples to support a particular position. They'll be required to do so on the SAT essay and will need to continue writing in this way throughout college and their entire professional careers. (Note: everyone—even professional fiction writers or bakers—must write business letters from time to time!)

The Foundation for Scoring High: Choose to Write a Persuasive Essay

The College Board has stated that students can choose a variety of different ways to respond to the SAT essay prompt and assignment. You can opt for a writing style that is “narrative, expository, persuasive or argumentative.” However, it is extremely difficult to write an effective essay that is not persuasive or argumentative given the actual types of questions that are asked. The vast majority of SAT essay questions are designed to be answered with a clear “yes” or “no” response that is supported by reasoning and examples. For example, consider the question, “Is change always good?” It would be difficult to answer this question with an expository approach because such essays primarily involve explaining something—like when writing a report or an overview of a topic. However, if you were instead asked to “Define change,” then an expository format would be appropriate. Overall, given [the type of questions that are asked](#), you should avoid an expository response.

Similarly, in theory, you could effectively write a narrative essay, or provide a story, that responds to the typical SAT essay question. However, Essay Ready has found that narrative essays don’t consistently score as high as persuasive or argumentative essays. Part of the reason for this could be that reading one story involving a student’s life is not as compelling as a persuasive essay that displays strong logical reasoning and references multiple [examples from history, science, or literature](#). Based on the effectiveness of the persuasive essay format, this is the approach we teach students using our R.E.A.D.Y. method. Another important clue from the College Board that shows why a persuasive essay approach is best, is that a “persuasive” essay and an “argumentative” essay are essentially the exact same thing—the College Board mentions both as options for the type of essay students can choose to write. After students recognize the superiority of choosing a persuasive essay format, they can start learning the specifics of how to score high on the SAT essay.

Students Can Learn to Quickly and Dramatically Improve Their Writing

Our experience is that the main issue students struggle with regarding their writing is that they simply don’t know what a good, effective persuasive essay actually looks like. Consequently, they don’t know what they should be aiming at or how to improve. This lack of understanding and direction is frustrating, and many students—for good reason—lack confidence when they think about writing the SAT essay. However, the great news is that the R.E.A.D.Y. approach is extremely effective and students who implement it have experienced dramatic improvement in both their SAT essay scores and writing in general.

Of course, any genuine skill will not develop overnight. For example, it certainly takes a great

amount of time to develop a good vocabulary that a person can use naturally. Although students can memorize the meaning of abstruse words, it's much more challenging to seamlessly insert these words into their speaking and writing. In fact, the best way to develop an extensive vocabulary is to read a great deal and then practice using these new words in writing and conversation. This requires time and practice.

Similarly, becoming a well-rounded, excellent writer takes sustained effort and a significant amount of practice. Professional writers and authors hone their craft over decades. However, because most high school students do not have a solid understanding of the best way to craft a persuasive essay, when they're pointed in the right direction their writing takes off like a rocket. Simply applying a few important writing principles makes a huge impact on how well students perform. Keep in mind, however, that merely mastering new vocabulary words or attempting to use a "shortcut," "trick," or "secret" will not improve your writing quickly or cause you to score high on the SAT essay. *Rather, the key to effective persuasive writing is to learn how to answer any question—either written or oral—with a clear, logical and well-supported response.* This is not groundbreaking, but it is surprising how many students don't yet know how to answer questions in a compelling, effective manner.

The Key Elements for Success—What Law Students and Essay Ready Students Have in Common

Essay Ready has distilled the essential writing guidance you need into five key elements. Doing so was certainly a challenge and we worked hard to make our approach simple and straightforward. We're very pleased to see our students achieving excellent results—and this affirms that we have created a remarkably effective approach. The five elements needed to write a high-scoring SAT Essay are all contained in the easy to remember acronym R.E.A.D.Y.

Part of the [inspiration for our approach](#) came from the method law school students are taught to analyze legal questions. Lawyers are taught to be persuasive based upon logical reasoning and clear writing and many law students benefit from an acronym to guide their writing: IRAC (Issue, Rule, Analysis, Conclusion). We've found that high school and college students definitely benefit from similar guidance in the form of an acronym tailored to persuasive essays. In fact, law school students are often good writers already but most still need the additional structure that a step-by-step approach provides. Also, for those concerned that focusing on specific elements might make writing too mechanical, you'll see later in this book that the R.E.A.D.Y. method in general is quite flexible. Essay Ready students have great freedom within the form or structure we recommend.

This next chapter contains an overview of the entire R.E.A.D.Y. approach and the following chapters focus in detail on each individual element. We hope you are as excited as we are to get started! If not, remember that becoming a better writer will earn you a better score on the SAT, which will get you into an excellent college—and that is always exciting.

Chapter 3.

OVERVIEW OF THE ESSAY R.E.A.D.Y.
APPROACH AND THE SAT ESSAY ITSELF



Our system was designed to teach you how to write the best possible persuasive essay. Here is a concise summary of how it works, followed by key facts to know about the SAT essay itself:

Core Principles of the R.E.A.D.Y. Approach

The R.E.A.D.Y. acronym stands for: Reasons, Examples, Answer, Delight and Yacht.

The First Three Elements are Foundational: Reasons (R), Examples (E), Answer (A). They are like the three legs of a stool—each is essential if your essay will be able to bear the weight of the grader who “sits” upon it and scrutinizes it. Don’t give your grader a faulty stool that will tip over by only including one or two of the three legs.

All Paragraphs Need at Least Two Key Elements and Most Paragraphs Should Have All Three: The key elements can be used in any order—A.R.E., E.R., or E.R.A. are all very effective.

Thesis Statements: All thesis statements should consist of at least the A. and R. elements and can also include an E. element. In addition, thesis statements should include either multiple Examples or multiple Main Reasons, but not both (we illustrate this in detail below).

Topic Sentences: Topic sentences should include two or three of the key R.E.A. elements. If two elements are included, then the third element should show up somewhere else in that body paragraph—a good place for this is the final, summary sentence of the paragraph.

The Upside-Down Pyramid: Imagine that each paragraph in your essay is an upside-down pyramid. The broadest part is at the top and it becomes narrower till it ends at a point on the bottom. This symbolizes that each paragraph should start out in a broader, more general way and end up making a specific point. We recommend that the last, summary sentence of most of your paragraphs includes your Answer and also connects your Answer to your thesis.

Examples of how to answer a question using the three key elements. Consider the question, “Is change always good?”

One straightforward way to answer this question is to use one Main Reason and three Examples:

Change is not always good because new developments are often harmful, as shown by the atomic bomb, *The Great Gatsby*, and the fall of the Roman Empire.

Note that this response used A.R.E. as its order:

A NSWER: "Change is not always good"

R EASON: "because new developments are often harmful"

E XAMPLES: "as shown by the atomic bomb, *The Great Gatsby*, and the fall of the Roman Empire."

Now here is a response using the same single Main Reason and three Examples, but taking E.A.R. as its order:

The atomic bomb, *The Great Gatsby*, and the fall of the Roman Empire show that change is not always good because new developments are often harmful.

E XAMPLES: "The atomic bomb, *The Great Gatsby*, and the fall of the Roman Empire show that"

A NSWER: "change is not always good"

R EASON: "because new developments are often harmful."

In contrast, here is a way to respond to the question by providing the Answer and three Main Reasons—an A.R. approach:

Change is not always good because advancements in technology can be dangerous, becoming wealthy can create more problems than it solves, and the passage of time does not always improve quality of life.

A NSWER: "Change is not always good"

R EASONS: "because advancements in technology can be dangerous, becoming wealthy can create more problems than it solves, and the passage of time does not always improve quality of life."

Note that these one-sentence responses using two or three key elements make excellent thesis statements!

Reasons

Two Categories of Reasons: every well-written essay should have at least one Main Reason and multiple Supporting Reasons.

Main Reason: Your essay should have between one and three Main Reasons for your answer to the question or assignment. A Main Reason is a supreme “reason why” your position is true. Your Main Reason(s) should be included in your thesis statement and reiterated in a slightly rephrased version in your conclusion.

How to Decide Upon the Number of Main Reasons: Determine how many Main Reasons will be in your essay during the brainstorming process. For the SAT essay, an excellent approach is to provide just one Main Reason supported by two or three examples. However, if you can’t decide on one Main Reason, or if you simply would prefer to provide two or three Main Reasons, then you can organize your essay this way. Remember, your Main Reason(s) go in your thesis statement and should be referenced throughout your essay.

Reasons—Supporting Reasons: Your essay will contain many assertions that need to be justified by Supporting Reasons included in every paragraph. Supporting Reasons demonstrate your “reasoning” throughout your essay as you explain why your examples contribute to your central argument or answer to the question.

Example of One Main Reason in an Essay and Thesis: Consider the same question, “Is change always good?” As noted above, an A.R.E. thesis statement with the single Main Reason in bold text could be: *Change is not always good **because new developments are often harmful**, as shown by the atomic bomb, the Great Gatsby, and the fall of the Roman Empire.*

Example of Multiple Main Reasons in an Essay and Thesis: Now let’s look again at an example of three Main Reasons in an essay and a thesis statement. Note that Main Reason(s) should be included in the thesis statement rather than Supporting Reasons. *Change is not always good **because advancements in technology can be dangerous, becoming wealthy can create more problems than it solves, and the passage of time does not always improve quality of life.***

Examples

Use Three or Two Impressive Examples: The SAT essay is best answered with three or two specific examples taken from literature, history, science, art, or current events—and ideally each example should be from a different category for variety. It’s also acceptable to use personal experiences. However, most graders—and teachers in general—simply are more impressed if students can refer to Socrates, for example, rather than their experience on a sports team.

Examples and the Thesis Statement: As long as your thesis statement doesn't get too long, it's a good approach to include your examples in your thesis. For example, if you take the approach of providing one Main Reason for your thesis, then you definitely should also list out your examples in the thesis as well. However, if you have multiple Main Reasons in your essay and thesis, then you won't be able to also list your examples because the thesis will become too long.

Discuss Each Example in Its Own Paragraph: You should analyze each example in its own paragraph. Therefore, if your essay has two examples, it should have a total of four paragraphs. Also, we recommend including each specific example in the topic sentence of each body paragraph.

Sample Examples: Consider the same question, "Is change always good?" Let's say you decide upon one Main Reason for your response. Therefore, the thesis, with the examples in bold text, could be: *Change is not always good because new developments are often harmful, **as shown by the atomic bomb, the Great Gatsby, and the fall of the Roman Empire.***

Answer

Respond Directly to the Question with Your Answer: Every essay must directly respond to the specific question or assignment that you are asked. You must be very careful not to provide an Answer to a slightly different question you would prefer to respond to. The Answer should follow the wording of the question but can be rephrased if the meaning is not changed.

Include Answer in Thesis Statement and Elsewhere: The Answer must be clearly included in the thesis statement and in the conclusion. Remember that every thesis statement must always provide the Answer and one or more Reasons. The Answer—or the key words or ideas of the question—should also be referenced in every single body paragraph.

The Answer and Body Paragraphs: Our recommended approach is to include the Answer in the final, summary sentence of each body paragraph. By viewing each paragraph as an upside-down pyramid, the very end of each paragraph should be very specific. Thus, the final sentence should wrap up the analysis of the paragraph by providing the Answer and also connecting it to the thesis.

Example of an Answer: Consider the same question, "Is change always good?" The thesis statement for a response, with the Answer in bold text, could be: ***Change is not always good** because new developments are often harmful, as shown by the atomic bomb, the Great Gatsby, and the fall of the Roman Empire.*

R.E.A. Elements in the Thesis Statement and Topic Sentences

THESIS STATEMENT AND THE KEY ELEMENTS.

Two Elements in Thesis Statement: Every thesis statement needs to contain at least two of the key elements: Answer and Reason. A helpful way to remember this is that every thesis needs, at a minimum, the “talk like a pirate” elements: “A.R!” You should choose a two-element A.R. approach for your thesis when you have multiple Main Reasons that you will list out. Here is an A.R. thesis responding to the same question, “Is it better to be rich or poor?”

It is preferable to be wealthy rather than poor because great financial resources can provide political connections, business opportunities, and an excellent education.

Your body paragraphs will be organized according to these Main Reasons and will follow the same order.

All Three Elements in Thesis: As noted earlier, ordering the three key elements as A.R.E. (as in “You A.R.E. smart!”) is a clear way to write out a stellar thesis statement. Start with your Answer, followed by the Main Reason and then set out your Examples. Remember that you should choose a three element A.R.E. approach for the thesis when you have one Main Reason for your position. For example, consider the question, “Is it better to be rich or poor?” An A.R.E. thesis statement could answer this question in one sentence as follows:

“It is preferable to be wealthy rather than poor because rich people have more opportunities in life, as shown by Teddy Roosevelt, Atlas Shrugged, and Julius Caesar.”

TOPIC SENTENCES.

Topic sentences need to summarize the main point of each supporting or body paragraph and also tie into the thesis statement. An excellent approach for topic sentences is to have them include two of the three key elements—typically E. and R. Alternatively, you could include all three elements, but be sure that your topic sentences don’t sound too similar to your thesis.

Two Elements in Topic Sentence: An E.R. topic sentence could be:

“Teddy Roosevelt’s life was full of opportunities for political connections.”

Remember that with an E.R. topic sentence approach, we highly recommend that the last sentence of the body paragraph include the A. element.

Three Elements in Topic Sentence: An E.A.R. topic sentence could be:

"Teddy Roosevelt's life demonstrates the advantages of being wealthy through his potential political connections."

Delight

A Job Interview for College. Write the SAT essay as if it were a job interview to be a professional student with a bright future. Demonstrate competence, breadth of learning, and an optimistic confidence. Delight your interviewer.

Writing Style. Your writing style should be slightly formal and more academic than not. Wear a suit to the job interview rather than shorts and a tank top.

Tone. The tone of your essay should be like that of an opinion piece in the newspaper and so avoid slang, informal language or clichéd phrases.

Vocabulary. Write using descriptive, helpful and natural vocabulary.

Mechanics. Avoid errors in grammar, punctuation and spelling.

Language and Sentences. Don't distract the reader with awkward phrases, run-ons or fragment sentences.

Yacht

Organization and Flow. "Yacht" emphasizes the importance of organization and the logical flow of ideas.

Purposeful Writing. A well-organized essay sails from point A to B to C. At the start of the trip, the captain alerts the travelers where they will be going and why.

Clear Guidance and Transitions. During the trip, she explains the purpose of each stop and connects it back to the overall purpose. There are smooth transitions between each point. Once they arrive she sums up the entire voyage.

Variety. An interesting trip on a yacht includes a variety of ocean conditions and waves (sentence variety) and also smoothly slices through an opposing wave at least once (addressing an objection to your position).

Upside Down Pyramid. The shape of the letter "Y" in Yacht indicates the structure each paragraph should take. It starts broad at the top and then narrows to a make one point at the bottom—like an upside down pyramid.

Key Facts to Know About the SAT Essay

- You have 25 minutes to complete the essay section of the SAT.
- During that time, you must read the assignment, brainstorm, briefly outline, write the essay and then proofread it.
- You must use a pencil, not a pen.
- The essay is graded by high school and college teachers.
- Two graders read each essay independently and provide a score between 1 and 6. The two scores are totaled for a final score between 2 and 12. However, if the two initial scores diverge by more than one point, a third grader will evaluate the essay.
- Graders read through the essay from start to finish before they determine a score.
- Each essay is scored “holistically,” which means it is assessed as a whole, rather than by adding up several sub-scores. This allows graders to score the essays quickly.
- You will receive a zero on your essay if you write on a different topic than what is assigned. Be careful to answer the question that you are asked!
- The test booklet provides 46 lines to write on, which is enough to write a good essay between roughly 300-500 words or about two handwritten pages.
- Be sure not to waste your limited writing space by skipping every other line or using extra-large letters.
- You will be given a “prompt” to read and consider—which is a quotation or deep thought of a few sentences—followed by the actual question you need to answer. This question is called the “assignment.” Just quickly skim the prompt but focus carefully on the assignment.

Chapter 4.

THE THREE-LEGGED STOOL AND
DETAILS FOR EACH R.E.A.D.Y. ELEMENT



The Three-Legged Stool: R.E.A.

The heart of the R.E.A.D.Y. approach is its first three elements: Reasons, Examples and Answer. Indeed, the single most effective way for you to improve your score on the SAT essay—and your persuasive writing in general—is to include at least two of these three key elements in every paragraph of your writing. Keep in mind that you can “include” an element by briefly referencing it in a particular paragraph. Also, each time you reference an element, it should sound varied and natural and you can use different words than in other paragraphs.

Overall, your writing should be sufficiently structured to unleash the full power of your logical reasoning. But your language also should be fresh and varied so that you don’t sound like a robot! Be aware of this caveat but continue to recognize that each of the three R.E.A. elements is essential and should be viewed as the three legs of a stool. If one of the legs is missing, the essay stool will fall over and will fail to support the scrutiny of your grader. For example, many students provide an Answer to a question and set out Examples that offer support. However, quite often they don’t include Reasons for their responses, and so these essays fail to prove their main point and do not score high.

The Three-Legged Stool and Your Thesis Statement. Not only are the three R.E.A. elements the essential legs of your essay stool, they also should play the starring role in the most important sentence of your essay—your thesis statement. The thesis has a daunting task: to summarize your entire essay in one brilliantly crafted sentence. Therefore it needs to be packed with important content but it also cannot be too long. You certainly don’t want the sentence that graders will scrutinize the most to be an awkward, unwieldy run-on! The good news is that Essay Ready’s approach is simple, powerful and has consistently led the way to high scores for our students. Your faithful travel companions on this path to success are the three R.E.A. elements. In the section below, focused on Reasons, we’ll show you precisely how to write a fantastic thesis statement.

Summing Up: The R.E.A. Elements. Overall, remember that the first three elements—R, E, A—are critically important and at least two of them should be mentioned in an elegant, varied way in every single paragraph of your SAT essay. You should construct an excellent, supercharged thesis statement by always including both the A. and R. elements and potentially the E. element as well. Now, let’s take a close look at what may be the most important of the three key elements: Reasons.

Reasons

Persuade with Reasons. The only way to score high on the SAT essay is to clearly answer the question in a persuasive manner. The most effective method to persuade others—when either writing or speaking—is to provide compelling reasons for your position. When students learn to clearly demonstrate their reasoning by “showing their thinking,” they’re enabled to write

essays that are dramatically superior to those of their peers. Given the huge importance of displaying logical reasoning on the SAT essay, it is fitting that “R” is the first letter in the READY approach.

Many Fail to Show Their Reasoning. Most high school students do not do a very good job of explaining the “reasons why” the assertions in their writing are true. Failing to do so is often the result of not understanding that the process of arriving at the answer is just as important as the answer itself. Also, it is simply much easier to make a statement or issue a command without having to explain yourself. Most people, however, are not European royalty or dictators of third world countries and therefore don’t have the luxury of being able to simply tell others what to do. Instead, we need to learn how to persuade others to think a certain way or do certain things. The graders of the SAT essay, for example, definitely need to be persuaded to give you a high score! You can do so by laying out compelling reasons for your answer to the question.

Essays Are Lifeless Without Reasons. To emphasize the importance of good reasoning, keep in mind that you will not receive a score you are happy with if you don’t provide excellent reasons for your perspective. In fact, you should view the “reasons why” in your essay as equivalent to the life-giving blood of the human body. An essay without sufficient reasoning is effectively a dead essay. You need to keep your essay alive by ensuring that the explanations for your assertions are laid out in every single paragraph. If you are uncertain whether what you are writing is adequately supported, here is a simple test: are you using the word “because” (or similar words like “as” or “since” or “for”) to explain yourself? For example, don’t just say “Learning is often accompanied by pain.” Instead, say something like, “Learning is often accompanied by pain because real growth comes through struggle.” Make sure that you “show your thinking” with phrases devoted to supporting your points. Don’t just provide the answer without demonstrating the reasoning behind it.

The Importance of Main Reason(s). Although you need to deliver an essay filled with reasons, you also need to organize them according to their importance. After reading your essay, you want your reader to be able to say to herself, “I understand the writer’s position and he took it because X.” Or she might say, “I understand the writer’s answer and it is because X, Y and Z.” However, if you provide multiple reasons but don’t indicate what reasons are most important, this dilutes the strength of your position and will result in a less coherent essay. Just as when someone asks you a question and expects to hear a crisp response with perhaps one—or a few reasons—to back up the answer, your response on the SAT essay should be similar. Answering with a rambling, stream of consciousness approach where you don’t highlight your most important reasons does not display good critical thinking. Similarly, not emphasizing your most important reasons is simply unpersuasive because your reader doesn’t feel the strength of your logic. In sum, your essay must contain lots of reasoning, but we highly recommend that it always contain one to three Main Reasons for your answer.

One or Multiple Main Reasons. Let's take a simple example to show you the process involved in determining whether to answer a question with one Main Reason or multiple Main Reasons. Imagine a situation where Jimmy's friend asks him if he wants to go to the beach. Jimmy immediately realizes he'd like to go for at least five key reasons: (a) he would like to build a sand castle; (b) he likes spending time with this friend; (c) he would like to go swimming; (d) he would like to play beach volleyball; (e) it's not raining. So, an acceptable—though mediocre—response to the question, "Jimmy, would you like to go to the beach today?" is, "Yes, I'd like to go." However, a better communicator—and probably a better friend—would answer the question while also providing one or more reasons for why he would like to go. For example, Jimmy could respond with one Main Reason: "Yes, I'd like to go *because we'd have a great time.*" Note that Jimmy's reason for his answer is specific but also broad enough to include all three of the key reasons he'd like to go to the beach. His "because phrase," or Main Reason, summarizes why he answered a certain way.

However, Jimmy would also provide a great answer if he responded with multiple Main Reasons. Jimmy could say, "Yes I'd like to go because we'll have lots of fun together, it's a beautiful day, and there are all kinds of activities to enjoy at the beach." (Jimmy definitely sounds a little nerdy, but you see the point...) Overall, with either of his potential responses, Jimmy has demonstrated an important skill for answering any question. He is able to distill the multiple reasons behind his answer into one Main Reason or two or three Main Reasons. By focusing his thinking through specific reasons, he increases the power and effectiveness of his response and ends up being much more persuasive. In addition, Jimmy is well equipped to write good thesis statements because providing one, two or three Main Reasons is a key component of every thesis.

Put Your Main Reason(s) in Your Thesis Statement. As we've discussed, your single or multiple Main Reason(s) provide the dominant, over-arching reason(s) for your answer to the question. Your Main Reason(s) also deserve to be placed in a coveted spot in your essay: within your thesis statement in the introduction. Placing your Main Reason(s) in the thesis is like adding a jet engine to the entire essay because it immediately demonstrates that your response is based upon excellent critical thinking. It shows that you have a strong foundation for your position and that you are able to summarize your rationale into one primary, persuasive reason. In comparison, thesis statements—and certainly essays as a whole—written without a Main Reason simply cannot compete and look weak. In sum, the act of crafting one or more Main Reasons forces students to ensure that they have a logical, compelling explanation for their Answer. Placing the Main Reason(s) in the thesis serves to focus the entire essay and reveals to the reader right away that you have excellent reasoning behind your position.

What is Included in a Good Thesis Statement—Besides the Main Reason(s)?

In addition to the Main Reason(s), every good thesis statement always needs to contain the Answer, and also needs to provide a roadmap for what lies ahead. So here is a summary of the two requirements for every thesis:

1. Always Include the A.R. (Pirate) Elements.

A thesis statement must, at a minimum,* always provide two essential elements: (1) Your Answer to the question. (2) Your Main Reason(s)** for your Answer. Thus, your thesis always needs to include both the A and R elements in the R.E.A.D.Y approach. To help you remember this, just think that you need, at a minimum, to talk like a pirate in your thesis statement: “A.R....!”

* It’s a great option to use all three A.R.E. elements in a thesis statement. But only the A and R elements are always necessary in every thesis—E is optional.

** You need to include either one Main Reason or multiple Main Reasons in your thesis.

2. Include a Roadmap for Your Essay.

Your thesis statement needs to provide your Answer to the question and it also needs to provide a roadmap by briefly listing your two or three main points. (You could even call this your “treasure map” if you want to continue the pirate theme.) Each main point will have a full paragraph devoted to it in the body of your essay. Therefore, before you actually draft your thesis statement, you need to choose whether your main points are going to be based upon Reasons or Examples, as described below.

Recommended Structure for Your Thesis Statement.

Now, getting even more specific, here is our recommended structure* for these two options:

(a). A.R. Approach: Thesis with Main Reasons as the main points: <Answer> because <Reason(s)>.

(b). A.R.E. Approach: Thesis with Examples as the main points: <Answer> because <Reason(s)>, as shown by <Examples>.

*Note: it’s completely fine—and often desirable for variety—to adjust the order of the elements in your thesis. So you could do a R.A. or an E.A.R. order, for example

The approach you choose for your thesis statement should be determined after a bit of brainstorming about the assignment. We recommend that you opt for a thesis structure that best fits the ideas that come into your mind as you think about the question. Very simply, if you come up with one Main Reason for your position and two or three examples to back up that Main Reason, go with the second thesis option listed above: A.R.E. Or, if your position—or Answer to the question—seems best supported by two or three strong reasons, then go with the first thesis option above: A.R. (Of course, you need both reasons and examples in every essay you write, but the focus at this stage is only what will go in your thesis statement).

Look Again at Specific Examples of How to Craft Thesis Statements

Now that you’re better informed about the details of Main Reasons, you should make sure you clearly understand how to integrate them into your thesis statement. These examples below respond again to the question, “Is change always good?”

A.R. Approach: This thesis statement provides the Answer and three Main Reasons: Change is not always good because advancements in technology can be dangerous, becoming wealthy can create more problems than it solves, and the passage of time does not always improve quality of life.

A NSWER: "Change is not always good"

R EASON: "because advancements in technology can be dangerous, becoming wealthy can create more problems than it solves, and the passage of time does not always improve quality of life."

A.R.E. Approach: Now here is a thesis statement using one Main Reason and three Examples: Change is not always good because new developments are often harmful, as shown by the Atomic Bomb, *The Great Gatsby*, and the Fall of the Roman Empire. Note that this response used A.R.E. as its order:

A NSWER: "Change is not always good"

R EASON: "because new developments are often harmful"

E XAMPLES: "as shown by the atomic bomb, *The Great Gatsby*, and the fall of the Roman Empire."

E.A.R Approach: Finally, here is a response using the same single Main Reason and three Examples, but taking E.A.R as its order: The atomic bomb, *The Great Gatsby*, and the fall of the Roman Empire show that change is not always good because new developments are often harmful.

E XAMPLES: "The atomic bomb, *The Great Gatsby*, and the fall of the Roman Empire show that"

A NSWER: "change is not always good"

R EASON: "because new developments are often harmful"

Main Reasons Should Reappear in Conclusion. Your Main Reason(s) should be reiterated in the conclusion as part of the restatement of the thesis statement. However, to avoid sounding mechanical, the Main Reason(s) can and should be slightly paraphrased to keep the language fresh. It's important for students to learn how to use slightly different terms or synonyms to

reinforce their points in order to not sound like a robot. Keep in mind that this principle definitely applies as well to the Answer. As we'll note below, you should be sure to rephrase your Answer on each essay with slightly different words.

Supporting Reasons. As good as each Main Reason should be, an excellent essay still needs to provide a variety of additional reasons to persuade its readers. To keep the essay focused, these reasons should fall under your Main Reason(s) and play a supporting role. Thus, the best name to give these helpful contributors is "Supporting Reasons." Your Supporting Reasons should naturally occur within each body paragraph in conjunction with your Main Reason(s) and main Examples. In fact, Examples are precisely what we are going to focus on next as we make our way down the R.E.A.D.Y. path.

E xamples

Examples and Logic Need to Work Together. Although excellent reasoning certainly is essential for crafting a good essay, it is not sufficient on its own. People are much more likely to agree with your point of view when compelling examples are combined with persuasive reasons. Mere logic: "A is B, and B is C, therefore A is C," is boring to read and not as effective as referring to specific events, people, or books. Consider instead the following sentences—these are much more colorful and persuasive even though they use the same logical reasoning above that brings a reader from A to C: "Changes in technology produced the atomic bomb, which is quite dangerous. Therefore, change can be dangerous." Tangible examples like these are persuasive because they allow readers to quickly understand the point you are making. On the SAT essay, they work in tandem with logical reasoning to support your overall thesis. However, excellent examples also go a step further and establish the credibility of the writer.

Impress with the Best Type of Examples. Some examples are more effective and persuasive than others. Keep in mind that the SAT is designed to assess how well prepared a student is for college level study. It is at the universities where sophisticated subjects are studied and discussed. Our experience at Essay Ready has been that graders are simply more inclined to give you a high score if you demonstrate familiarity with subjects commonly encountered at the college level. The best examples show that the high school student writing the essay is reasonably well read, well educated and well informed about the world. It is therefore an excellent idea to demonstrate via the SAT essay that you already are familiar with important books, history and current events. Such examples establish credibility because of their subject matter and are also impressive because the graders see that you know how to apply the knowledge in your head.

Know the Background of Your Graders. Selecting examples from literature, history, art, science and current events is a good idea in large part because of who is assessing your essay. The graders are typically English and social science instructors who teach at either the high school or college level. These individuals are familiar with "liberal arts" examples and it is gratifying

for them to see references, for example, to Shakespeare or the Renaissance. In contrast, if we knew the essay would be graded exclusively by the CEOs of large businesses or professional athletes, this would affect the type of examples you would want to select.

Abstract Concepts vs. Specific Examples. The best essays—whether written for the SAT or not—deal with both abstract and concrete ideas. However, because the SAT essay assignment always asks about a more general, conceptual issue, the supporting examples should be concrete and tangible to provide the writing balance. Thus, a key characteristic of an excellent example is that it must be a specific person, place or thing and not simply a concept or idea. One effective way to ensure you are selecting a sufficiently concrete example is to choose a proper noun—a word that is capitalized. For instance, let’s consider again the question, “Is change always good?” If we choose to respond, “Change is not always good because new developments are often harmful,” we need to find examples that show how change is detrimental. A general, conceptual example that supports this perspective could be “the idea of decline.” It’s true that when people or things decline in strength, this shows that change is not always good. However, a much more effective way to demonstrate this point is to bring up the example of the fall of the Roman Empire. Similarly, the idea that “becoming wealthy can cause problems” also supports the thesis that change is not always good. In contrast, by referring to *The Great Gatsby*, this same point is made in a much more persuasive, elegant manner. In sum, choose examples that are discrete, actual people, books, or important events rather than mere concepts or ideas.

Personal Examples. The College Board makes it clear that it is perfectly fine to use personal examples on the SAT Essay. Similarly, Essay Ready has seen many perfect scores containing personal experiences regarding lessons learned in the classroom, or playing a sport. However, given the choice between non-personal and personal examples, definitely opt for non-personal examples because it is simply more impressive to prove your point using literature, history, art, science or current events.

Ideal Type and Number of Examples. Here is an overview of our recommended approach regarding the type and number of examples you could use, going from most ideal to least ideal:

Most Ideal

- Three varied non-personal examples.
- Two varied non-personal and one personal example.
- Two varied non-personal examples.
- One non-personal and one personal example.
- No examples and writing the grader a love poem.

Least Ideal

Thus, you can see that the optimal approach is to select three varied, non-personal examples. By “varied” we mean that each example (i) deals with a different topic and (ii) is from a different medium. For instance, in response to the question, “Is change always good?” you wouldn’t

want all three of your examples to deal with the fall of the Roman Empire—that would get repetitious and would not demonstrate breadth of learning. Similarly, selecting only three books, three pieces of art or three people for your examples only shows that you are familiar with one medium. Instead, a better approach would be to write about a book, an historical period, and an important person. Given that the SAT essay will put you under significant time pressure, if you can only come up with two examples in your essay, definitely strive to have both examples be non-personal experiences. Also keep in mind that this chart only provides general guidelines and that it's not clear, for example, if you'd be better off using two varied examples or three varied examples including a personal experience! The main point is: strive to provide three varied, non-personal examples if you can.

Order of Examples. Some experts have recommended starting your essay with what you perceive to be your strongest example. Others recommend starting with your weakest and ending with your strongest. Essay Ready's approach is not to waste any time thinking about how to rank your examples when you're writing your essay. Instead, focus on creating the best possible body paragraphs using whatever examples you've selected!

Examples and the Introduction. It's helpful to "preview" your examples in the introduction, but it's not essential. The way to determine if you should reference your examples in the introduction is to simply look at your thesis statement. If you've opted for a three-element A.R.E. thesis, then you'll have one Main Reason and your two or three examples listed in your thesis. The examples are bolded in the following sample thesis: *Change is not always good because new developments are often harmful, as shown by the Atomic Bomb, the Great Gatsby, and the Fall of the Roman Empire.* When listing out examples like this, each body paragraph that follows should be dedicated to discussing one particular example.

If you've decided to go with an A.R. approach, then you don't need to refer to any examples in the introduction. However—when using the A.R. method—it would be fine to briefly mention the *type* of examples you'll be using and include those in your thesis: **Literature and history show that** *change is not always good because advancements in technology can be dangerous, becoming wealthy can create more problems than it solves, and the passage of time does not always improve quality of life.*

Examples and Body Paragraphs. A highly effective way to introduce an example in a new body paragraph is to write a topic sentence using the E.A.R., E.A., or E.R. order. With this approach, the specific example is mentioned at the beginning of the topic sentence. For example, here are three sample topic sentences that introduce each example in a new paragraph using E.R. elements. Keep in mind that if you chose an A.R. approach for your thesis statement, then you definitely wouldn't want to use the same phrases for your topic sentences because it would be horribly repetitious! However, the following topic sentences would go very well with an A.R.E or E.A.R thesis statement and would not sound repetitious: (i) **The atomic bomb shows** *that advancements in technology can be dangerous.* (ii) **The Great Gatsby shows** *that becoming wealthy can create more problems than it solves.* (iii) **The Fall of the Roman Empire** *reduced the quality of life of surrounding nations.*

Examples and the Conclusion. After previewing all two or three examples in the introduction, then discussing each example in a separate paragraph, all of your examples should be summarized in the conclusion. An effective approach for the conclusion is to devote one sentence to each example. However, if you're running out of time, it is fine to mention all of the examples in one sentence and reiterate how those examples supported your thesis. Keep in mind, though, that it's always better to mention each example by name rather than referring to them generically. You chose specific examples for good reason and so and don't dilute their power at the end by only referring to them as "the examples..."

Answer

One of the Three Key Elements. The third part of the three essential elements of any persuasive essay—the final leg of the essay stool—is the Answer. Providing an Answer to the question or assignment is fairly simple but critically important—like making sure the doors are closed when an airline takes off on its flight. The Answer, very simply, must be a direct response to the question that you are asked. Further, this response must actually answer the question and clearly set forth your position. An essay that fails to provide an Answer—or answers the wrong question—is doomed, and will sadly go down in flames. Always remember that persuasive essays are written to answer questions and an essay without a proper Answer is a failure.

Your Answer Must Respond to the Assignment. On the actual SAT essay, you will be given a "prompt" to read followed by a specific "assignment." The prompt is typically an excerpt from an article or book—a few sentences long—that is related to the topic you have to write about. These prompts are often difficult to understand after only one reading and this is OK! In fact, we recommend that you only quickly read through the prompt and then carefully focus all of your brainpower on the assignment. Your success or failure on the SAT essay depends on how well you understand and then respond to the assignment, not the prompt. Carefully re-read the assignment several times and closely examine every single word—none are included by accident.

Your response to the assignment—your Answer—must directly address the question that was asked and not a question that you, the student, have concocted for yourself. It's extremely important to avoid writing a "non-responsive" essay—even if the emphasis is only slightly different from the plain meaning of the question. By adjusting the question to one you prefer, it might make writing on this topic easier, but it could result in a zero on the essay. Writing off-topic is the only way (besides using pen rather than pencil) the College Board guarantees you will get no credit for your essay.

Answer the Question, But Not Like a Robot. Although the Answer must be a straightforward, clear response to the question, it does not have to regurgitate the question verbatim.

For example, consider the following assignment: “Is it better to rely more on oneself or on others?” An effective, though somewhat bland, Answer could simply state that “It is better to rely more on oneself...” However, a better response—but one that still clearly answers the question—would be: “Self-reliance is superior.” This second example demonstrates that the writer is skilled at expressing concepts in her own words but still clearly answers the question.

The Answer and the Thesis Statement. The Answer must always be included in your thesis statement. It is, as you recall, one of the two necessary “pirate” elements that are foundational to every thesis: “A.R.!” Thus, whatever approach you select—A.R.E or E.A.R. or A.R.—your Answer will always be included in your thesis statement and introduction. Taking an A.R.E. approach with our standard sample thesis statement, the Answer is highlighted in bold as follows: ***Change is not always good*** because new developments are often harmful, as shown by the Atomic Bomb, the Great Gatsby, and the Fall of the Roman Empire. (Note: for variety, this Answer could be rephrased as, “Change can be undesirable...”)

The Answer and the Other Paragraphs. Recall that all three of the key “R.E.A.” elements should nearly always be a part of every single paragraph of the SAT essay. However, your Answer should definitely be included or referenced in each of your paragraphs. For the body paragraphs, your topic sentences can be written using the E.A.R, E.A., or E.R. order. With E.A.R. and E.A. topic sentences, the Answer is obviously included in the topic sentence itself. However, with an E.R. topic sentence, the Answer is not included till later in the paragraph. A great spot to include the Answer—if it’s not included in the topic sentence—is in the final, summary sentence of the paragraph. For example, here is an E.A.R. topic sentence with the Answer in bold. (i) *The atomic bomb shows **that change can be undesirable** because advancements in technology can be dangerous.* Now, here is the E.A. version of this topic sentence: *The atomic bomb shows that **change can be undesirable**.* Finally, here is the E.R. version: *The atomic bomb shows that advancements in technology can be dangerous.* In this E.R. example, the Answer—which should state how change is not desirable at times—should show up later in the paragraph because it’s not in the topic sentence.

Delight

Deliver an Essay that Delights Your Graders. The graders of the SAT essay encounter tens of thousands of mediocre essays from students who do not know how to write persuasively. The average essay is simply not that impressive. Your goal of course is to perform above and beyond the norm because delivering only satisfactory writing will not take you very far. The highest scores go to students who delight their graders with exceptional writing. Given how poor most students writing skills are, the upside for you is that it’s not extremely difficult to demonstrate comparatively amazing proficiency. We have already brought you through the three key foundational elements of excellent persuasive writing—Reasons, Examples and your Answer. What else needs to be included in your SAT essay to delight your graders?

View Your Essay Like a Job Interview. To ensure that your SAT essay strikes the right tone, think of it as a job interview. This written interview is assessing your readiness to be a professional student at a good university. Keep in mind that the best approach for nearly any interview is to convey that you are competent, polished, and confident. Rather than wearing fluorescent green shorts and a yellow tank top, you'd want to wear a classy suit. For the SAT essay, this translates into writing in a slightly more structured, formal and academic tone than you would on a creative writing assignment. Although some students might bristle at the thought of having to "stifle their individualism" by conforming to dominant societal norms, this is the best approach in order to score high. Remember that the purpose of this written job interview is to determine whether you will be an excellent student and go on to be an accomplished professional or leader. Graders give the highest scores to students who they believe are future successful doctors, lawyers, architects, artists, CEOs and professors. In fact, it makes sense that the graders—as human beings after all—would basically want to reward students who potentially would be a good match for their own sons or daughters: competent, polite, well-read, thoughtful, interesting, and intelligent! This is the tone and style you want to convey in your writing.

Delight Rather than Distract with Your Writing Style. In reality, adopting a more traditional or slightly formal writing style for your SAT essay does not unduly restrict creativity — it actually enables it. For example, rather than distracting your graders with extreme originality or a unique writing style (e.g. stream of consciousness), dazzle them with remarkably compelling ideas, persuasive argumentation, creative examples, vibrant word choice, refreshing clarity, and impeccable organization. Although James Joyce and Hemingway were quite original and won the Nobel prize in literature for their unique, ground-breaking writing styles, the SAT essay is not the time to experiment with radically different writing.

Overall, your writing style for the SAT essay should be like an opinion piece in a good newspaper: slightly academic, confident without resorting to sweeping generalizations (like "everyone knows that"), and more formal than not. Although the College Board's sample essays indicate that it is fine for students to rely heavily on their personal experiences for content, Essay Ready has found that the best scores consistently go to essays that are not written in a highly personal manner. Thus, make sure your essay doesn't sound like a diary or journal entry. In addition, it's best to refrain from extensive use of the first person "I" and completely eliminate using the second-person "you." Further, students should avoid sounding as if they're delivering a speech by asking rhetorical questions or using repetitive phrases. These techniques are great for a speech but don't produce the best results—or scores—in essays.

Delight with Exact, Descriptive Vocabulary. The best writers have a broad array of words at their disposal and are able to select the most appropriate word for the occasion. However, don't simply plug in a word you think will sound more impressive because you suspect it would qualify as a good "SAT vocab word." Instead, use whatever word is most precise and descriptive for what you're trying to accomplish. Writing that "the billionaire was riding in his yacht" is typically more accurate than saying "the billionaire was riding in his boat." Selecting the more descriptive word is the better choice. Overall, using sophisticated words is a good idea

as long as you do so properly. However, it will be counterproductive if you're incorrect about the exact meaning of a large, ostensibly impressive word and you decide to boldly insert it into your essay anyway. Although you had hoped to impress the grader with your erudition, the exact opposite will occur. Students who incorrectly drop an "SAT vocab word grenade" into a sentence can detract from the overall message and even cause collateral damage in the form of a distracted grader and a lowered score.

Delight by Avoiding Informality and Grammar or Punctuation Errors. In order to maintain a professional and slightly academic tone, be sure to avoid slang ("he totally stole my stuff") and clichés ("better late than never"). Essay Ready also recommends avoiding contractions (like "can't") because they don't belong in academic writing and the best policy is to view the SAT essay as an academic writing assignment. When in doubt, choose to sound professional. However, you also definitely want to sound natural and don't try to appear especially sagacious. Instead, allow your reasoning, examples, creativity and organization to impress your graders.

Further, don't diminish your graders' delight in your ideas by writing with poor grammar or incorrect punctuation. Remember to capitalize appropriately and underline books and put other works in quotation marks as needed. Avoid excessively long run-on sentences or sentence fragments. Also, don't fall into the swamp of confusing pronoun usage with the awkward he/she "slash" technique or the cumbersome "one." Instead, we strongly recommend using plurals with the gender-neutral "they" or "their" and "people" whenever you can. Finally, do your best to have neat handwriting and definitely practice writing several SAT essay tests under timed conditions where you have to write quickly but legibly. Now, let's examine the fifth, final and most intriguing of the five R.E.A.D.Y. elements: the mysterious "Yacht."

Y acht

We chose "yacht" to be the final piece of the R.E.A.D.Y. acronym because it effectively sums up the importance of organization, progression of ideas and sentence variety. We wanted to make sure that it would be difficult for students to forget what each letter stands for and have found that "Yacht" does the job very well.

Sail Smoothly with a Well-Organized Essay. As the captain of your essay yacht, you want your passengers (readers) to enjoy a smooth sail from point A to B to C. Definitely avoid the rough seas of a disorganized, confusing essay that will make your passengers seasick. At the start of the voyage, you should communicate to everyone the purpose of the trip and state where you will be going. (This should occur in the introduction and thesis statement that previews your Main Reasons or Examples). At each of your two or three stops, be sure to explain the purpose of what you're seeing. (Provide a topic sentence at the beginning of each body paragraph and a summary sentence at the end). When finished with the trip, summarize where you have been, what you did, and why. (Your conclusion should reiterate your thesis statement and briefly mention each example again). In addition, to avoid confusing your passengers,

provide clear markers throughout the entire journey as you move from one point or idea to the next. (Use transition words such as “In contrast” or “However” or “Therefore” to signify a change in the direction of your ideas). Also, for optimal smoothness, briefly refer to a prior point as you introduce a new one. (“Similar to X, point Y is relevant because...”)

Make the Trip Interesting with Sentence Variety. Clearly, your goal as captain is to orchestrate a well-organized trip that allows your passengers to focus on what they see along the way and effectively gets them to the final destination. However, you don’t want the trip to be unpleasantly boring and repetitive so that everyone is struggling to stay awake. There is a balance to be found between the tumultuous, rough waves of wildly written sentences and repetitive, placid sentences with no variety. Therefore, the best approach is to pilot your yacht in such a way that you have an enjoyable level of change throughout the voyage. Occasionally experiencing some slightly bumpy waves adds a degree of excitement and novelty.

Similarly, adjusting how sentences are phrased will do wonders to improve the level of reader enjoyment. To that end, be sure to mainly use active rather than passive verbs. Pursue diversity in sentence structure by alternating between simple, compound and complex sentences. Simple sentences only provide single observations while compound sentences contain two equally important statements. Complex sentences, however, include two thoughts that are not of equal importance (e.g., starting a sentence with “Although...”). Make a point of incorporating a healthy variety of sentences in your essay!

Slice Through an Opposing View. A confident captain will competently and smoothly pilot her yacht through opposing waves—passengers nearly always love this. Similarly, it’s common for an excellent essay to briefly address and then slice through a view that is opposite to its thesis. By recognizing—and then effectively and concisely refuting—an opposing view, the writer builds credibility with her readers. However, since the SAT essay does not provide much time for elaborate digressions, students must not spend more than a few sentences discussing the opposite perspective. Essay Ready has found that an excellent approach to introducing and refuting an opposing view is to do so right in the beginning of the introduction. For example, you could write, “Some people believe that any kind of change is good and helpful for the world. However, while certain advances in medicine are clearly beneficial, many other changes have proven to be disastrous.” You could then write another sentence or two and complete your introduction with your elegantly written thesis statement that lays out your actual position.

Y and the Upside Down Pyramid. When you look at the letter Y, we also want you to think of an upside-down pyramid. This shape symbolizes that the best way to organize each paragraph of your SAT essay is to start out broadly and then narrow to a specific point. This approach makes sense for your introduction, which can start with some expansive or general thoughts and end with your thesis statement. It also is an excellent way to write your body paragraphs—where the topic sentence provides an overview of your reasoning and your specific example, and the end of the paragraph references your Answer and connects to your thesis statement. Finally, a good approach for your conclusion is to initially summarize your reasoning and examples and then you should hammer home your thesis a last time. Keep the upside-down

pyramid in mind and make sure to see it in every Y element. It's an important part of Essay Ready's overall approach and a helpful way to keep your writing focused and consistent.

You are Now R.E.A.D.Y.

Congratulations! Now that you've thoroughly studied and digested the five key elements, you have the knowledge you need to score very high on the SAT essay. To help you keep the key points in mind, take a close look at Essay Ready's Review Template in the next chapter. We use this document when we evaluate students' practice essays. Please check out our website for details on our [Essay Practice service](#) and consider joining the many students who have benefited from working directly with us. In addition, to see how two students have put their essay writing expertise to good use—and received perfect scores on the actual SAT essay—be sure to examine chapter 6 in this book. We've included the full text of their essays (with their permission of course) and provided commentary on their strengths and weaknesses. You'll see that their essays were certainly not perfect—and this in fact is very encouraging because no one can create a perfect writing sample in 25 minutes. However, they applied the R.E.A.D.Y. approach and produced essays that were well reasoned, had compelling examples, answered the question, delighted their graders and did so with in an organized, coherent manner. You can do the same!

Chapter 5.

TEMPLATE FOR ESSAY REVIEW



The following template provides a checklist of the key items to include in a well-written SAT essay. This is the same template that the [tutors at Essay Ready](#) use to review practice essays submitted by students.

Performance Summary

essayready!

Explanation, if Needed:

Thesis Statement

Your Thesis:		
Thesis is Last Sentence in Introduction?	Good	✓
Thesis Includes A.R. Elements or A.R.E. Elements?	Good	✓
Thesis Previews Examples or Main Reasons?	Good	✓

Reasons

Your Main Reason(s):		
Main Reason(s) Had Good Content and Length?	Good	✓
Main Reason(s) in Introduction?	Good	✓
Main Reason(s) in Thesis?	Good	✓
Main Reason(s) in Conclusion?	Good	✓
Main Reason(s) Repeated with Varied Language?	Good	✓
Multiple Supporting Reasons Provided?	Good	✓
Reasons Provided in Every Paragraph?	Good	✓
Overall Performance on Reasons		

Examples

Your Examples:		
Three or Two Examples Provided in Essay?	Good	✓
Examples Based on Impressive Topics?	Good	✓
Used Various Types of Examples?	Good	✓
Examples Sufficiently Specific?	Good	✓
Not More than One Personal Example?	Good	✓
One Example for Each Body Paragraph?	Good	✓
Examples Summarized in Conclusion?	Good	✓
Overall Performance on Examples		

Answer

Your Answer:	Good	✓
Answer Directly Responds to Assignment?	Good	✓
Answer in Introduction?	Good	✓
Answer in Thesis?	Good	✓
Answer in Conclusion?	Good	✓
Answer Repeated with Varied Language?	Good	✓
Answer Referenced in Every Paragraph?	Good	✓
Overall Performance on Answer	Good	✓

Delight

Tone & Writing Style?	Good	✓
Grammar?	Good	✓
Punctuation?	Good	✓
Passive Voice?	Good	✓
Awkward Phrases or Words?	Good	✓
Vocabulary?	Good	✓
Conjunctions and Prepositions?	Good	✓
Pronoun Usage?	Good	✓
Fragments or Run-ons?	Good	✓
Slang, Cliches or Wordiness?	Good	✓
Contractions?	Good	✓
Spelling?	Good	✓
Length of Essay?	Good	✓
Overall Competence and Impression		
Overall Language & Vocabulary		

Yacht

Introduction Provides Overview and Roadmap?	Good	✓
Sum Up Entire Essay in Conclusion?	Good	✓

Performance Summary

essayready!

Topic Sentences?	Good	✓
Summary Sentences?	Good	✓
Transition Words?	Good	✓
Transition by Referring to Prior Points?	Good	✓
Sentence Variety?	Good	✓
Briefly Refute an Opposing View?	Good	✓
Upside-Down Pyramid Structure for Paragraphs?	Good	✓
Overall Organization and Coherence?		

R.E.A.D.Y Elements Working Together

Topic Sentences Using All Three Elements or E.R. or E.A.?	Good	✓
Summary Sentences Providing Multiple Elements or Third Element?	Good	✓
Conclusion Includes All Three Elements?	Good	✓
Overall R.E.A.D.Y. Elements Working Together		

Overall Performance

Main Idea, Critical Thinking & Support	6
Organization & Coherence	6
Language & Vocabulary	6
Sentence Variety	6
Grammar, Usage & Mechanics Errors	6
Overall Score	6

Chapter 6.

ACTUAL SAT ESSAYS WRITTEN BY ESSAY
READY STUDENTS

BOTH RECEIVED PERFECT SCORES OF 12



First Essay

OVERVIEW

Strengths: This student wrote a well-organized essay with a strong and clear A.R.E. thesis statement. The topic sentences, summary sentences and the conclusion were well executed. Three examples of sufficient variety supported the Mega Reason.

Weaknesses: The first two sentences of the introduction could more smoothly and effectively introduce the thesis. Although it's fine to choose one personal example, selecting three applicable, scholarly examples is the best approach. The thesis statement, topic sentences, summary sentences and the conclusion could possess greater variety—by further mixing up the order of the three essential elements and using different words.

1. Question: Should people let their feelings guide them when they make important decisions?

Yesterday, my mother asked me what I would like for dinner. I said that I would like something spicy. She got angry because she wanted me to make a choice, not just a general decision. I believe that feelings should not be considered when making decisions because feelings can be skewed, but facts never lie, as shown by my math teacher, Hitler, and Brave New World.

My math teacher shows how facts never lie. This year I am taking algebra 2/trig. My teacher handed out a unit circle with lots of complex numbers on it. The next week she had a pop quiz on the unit circle. Nearly everyone failed because they felt that they did not need to know the circle and its plethora of numbers. My math teacher

YESTERDAY, MY MOTHER ASKED ME WHAT I WOULD LIKE FOR DINNER. I SAID THAT I WOULD LIKE SOMETHING SPICY. SHE GOT ANGRY BECAUSE SHE WANTED ME TO MAKE A CHOICE, NOT JUST A GENERAL DECISION.

Good: Two introductory sentences set the stage for thesis statement. Illustrated the upcoming thesis with a simple example from family life.

Improve: To make the illustration clearer, student should have stated that his preference for spicy food was only based on his feelings, rather than on solid facts. Also, a better approach overall for the first few sentences of the introduction is to initially state the view opposite to that of the thesis statement. For example, "Some people prefer basing their important decisions on their feelings. They rely mainly upon their intuition or preferences for key choices in their lives. However, feelings should not be considered when making decisions because feelings can be..."

I BELIEVE THAT FEELINGS SHOULD NOT BE CONSIDERED WHEN MAKING DECISIONS

Good: Thesis statement used the A.R.E. approach. Here is the first element, the Answer. The student slightly adjusted the words so that it has some variety and isn't repeated back verbatim but still responds directly to the question asked.

Improve: "I believe" is not necessary because it is implied.

BECAUSE FEELINGS CAN BE SKEWED, BUT FACTS NEVER LIE

Good: Student provided an excellent Main Reason that is specific while also being sufficiently broad to encompass other Supporting Reasons.

AS SHOWN BY MY MATH TEACHER, HITLER, AND BRAVE NEW WORLD

Good: Three Examples were previewed, thus laying out a roadmap for the rest of the essay. Each Example will be discussed in the order presented.

MY MATH TEACHER SHOWS HOW FACTS NEVER LIE.

Good: This straightforward topic sentence introduces the main point of the paragraph. It uses the E.R. approach by stating the example and following this with an abbreviated version of the Main Reason.

Improve: The student could have listed a Supporting Reason, rather than a shortened Main Reason, here for variety in the topic sentence.

NEARLY EVERYONE FAILED BECAUSE THEY FELT

Good: Reference is made to students failing based upon how they "felt," thus showing how feelings aren't to be trusted. This provides the "A" element—the Answer.

PLETHORA

Good: Effective use of a sophisticated "vocab word."

wanted us to know the unit circle by heart, so we would know the facts when we would needed to use them in this stressful situation. She said, "I want you to know this like the back of your hand." My teacher showed me that facts can never be skewed and should always be trusted.

Hitler in WWII is an example of how feelings can be skewed. At the end of World War I Germans harboured much animosity towards Jewish people. Hitler harnessed this hatred and started World War II. He used feelings to make people believe Jews were bad. However, if they actually looked at Jews, they would see that Jews are just normal people. Unfortunately, these feelings started the bloodiest war the world has ever seen, WWII. Hitler used peoples feelings to accomplish what he wanted; people did not see the facts.

Finally, Brave New World shows how feelings cannot be trusted. Aldous Huxley's novel is about a supposedly utopian society where people are genetically bred for certain jobs. Through all of their life they are indoctrinated in certain beliefs. If someone was destined for a normal job they would be conditioned to hate flowers because flowers would just distract them from their work. The main character is a person who indoctrinates other people. He

SO WE WOULD KNOW THE FACTS WHEN WE WOULD NEEDED TO USE THEM IN THIS STRESSFUL SITUATION

Good: Student demonstrates effective reasoning by explaining the value of facts in the context of mathematics. Student is supporting his thesis.

NEEDED

Good: Student demonstrates effective reasoning by explaining the value of facts in the context of mathematics. Student is supporting his thesis.

MY TEACHER SHOWED ME THAT FACTS CAN NEVER BE SKEWED AND SHOULD ALWAYS BE TRUSTED.

Good: Summary sentence takes E.R. approach by reiterating the Example and the Reason. Overall, the entire paragraph included the three key elements—R.E.A.—at least once.

Improve: if the topic sentence used E.R. a good option is to include the third element, A, in the summary sentence.

HITLER IN WWII IS AN EXAMPLE OF HOW FEELINGS CAN BE SKEWED.

Good: Topic sentence uses the E.R. approach with a shortened version of the Main Reason that is slightly different from initial topic sentence.

Improve: For variety, student could have taken an E.A. approach.

HARBOURED

Misspelled: Choose American spelling for this American test.

HE USED FEELINGS TO MAKE PEOPLE BELIEVE JEWS WERE BAD.

Good: Displayed effective reasoning showing downside of feelings.

HOWEVER

Good: Used transition word to signal a contrasting idea.

HITLER USED PEOPLES FEELINGS TO ACCOMPLISH WHAT HE WANTED; PEOPLE DID NOT SEE THE FACTS.

Good: Summary sentence used E.R. to sum up paragraph.

Improve: Could have emphasized Answer here so that all three key elements are in paragraph.

FINALLY, BRAVE NEW WORLD SHOWS HOW FEELINGS CANNOT BE TRUSTED.

Good: E.R. topic sentence is slightly different from preceding topic sentence.

Improve: Have even greater variety with, perhaps, an E.A. approach.

LIFE

Improve: should be "lives."

BECAUSE

Good: Demonstrating clear reasoning with "because" phrase.

knows all the ways people's feelings can be swayed if a little pressure and repetition is involved. In the end he sees how horrible society has become when he reads books from older society's and realizes all the wrong that is being done. People are being taught the wrong way to feel. Aldous Huxley's novel shows how feelings can lead people astray.

PEOPLE'S FEELINGS CAN BE SWAYED

Good: Continually providing evidence for thesis regarding feelings.

SOCIETY'S

Misspelled: "societies"

ALDOUS HUXLEY'S NOVEL SHOWS HOW FEELINGS CAN LEAD PEOPLE ASTRAY.

Good: Summary sentence uses E.R.

Improve: could include transition phrase "In sum,"

I do not believe that feelings should be considered when making important decisions because feelings can be skewed, but facts never lie. My math teacher taught us to memorize facts so we don't go wrong. Hitler used peoples feelings to generate hate and start WWII. Brave New World's society was full of wrong-doing and it's citizens were completely ignorant of it. Decisions should be based on solid facts, not feelings.

I DO NOT BELIEVE THAT FEELINGS SHOULD BE CONSIDERED WHEN MAKING IMPORTANT DECISIONS BECAUSE FEELINGS CAN BE SKEWED, BUT FACTS NEVER LIE.

Good: Reiterates thesis statement somewhere in conclusion.

Improve: For variety, could use slightly different words

SO WE DON'T GO WRONG

Improve: Awkwardly phrased.

PEOPLES

Misspelled: people's

BRAVE NEW WORLD'S

Improve: Missing underlining.

IT'S

Misspelled: "its"

"BRAVE NEW WORLD'S SOCIETY WAS FULL... IT."

Good: All three examples were concisely summarized with their own sentences.

DECISIONS SHOULD BE BASED ON SOLID FACTS, NOT FEELINGS.

Good: Answer is clearly reiterated a final time, showing that the student effectively and decisively completed the assignment.

Second Essay

OVERVIEW

Strengths: This student displayed excellent critical thinking and provided three diverse, impressive examples. The E.A.R. thesis statement clearly summarized the main argument of the entire essay. The topic sentences, summary sentences and conclusion were effective and supported the Mega Reason and overall thesis statement.

Weaknesses: The student's Answer probably went too far in its interpretation or paraphrase of the assignment by focusing on "believing authority" rather than "questioning authority." The student had numerous grammatical errors. The final few paragraphs were too short and it is evident the student was running out of time.

2. Question: Is it important to question the ideas and decisions of those in positions of authority?

In history, people are often led to victory by visionary judicious authority such as Abraham Lincoln, who saw slavery as a plague and promoted democracy. However, some other authority has made mistakes which hindered the progress of the development of society. As proved by the unforgivable mistakes that Adolf Hitler made, the false theories considered by Einstein and Aristotle, as well as George Clemenceau's mistake in the treaty of Versailles, to believe in authority with zeal is unwise since what they do could be seriously flawed.

Adolf Hitler, the blindest among the nationalists in Germany, wreaked havoc to 20th century world as German people believed in him with fervor. As the leader of the nation, Hitler was an unquestionable authority who was then deemed a hero who

VISIONARY JUDICIOUS AUTHORITY

Improve grammar and punctuation: "visionary, judicious authorities"

"IN HISTORY, PEOPLE ARE...DEMOCRACY."

Good: Excellent initial sentence first raises the opposite view taken later in the thesis and provides an example who supports the opposing view.

HOWEVER

Good: Effective transition word.

AUTHORITY HAS

Improve grammar: "authorities have"

AS PROVED BY THE UNFORGIVABLE MISTAKES THAT ADOLF HITLER MADE, THE FALSE THEORIES CONSIDERED BY EINSTEIN AND ARISTOTLE, AS WELL AS GEORGE CLEMENCEAU'S MISTAKE IN THE TREATY OF VERSAILLES

Good: Uses E.A.R. approach for thesis statement. Manages to provide a few more details about each example—rather than only listing their names—without making thesis statement too long. Three examples are sophisticated and varied.

TO BELIEVE IN AUTHORITY WITH ZEAL IS UNWISE

Good: Provides concise Answer.

Improve: although it's good to slightly rephrase the Answer, this might have been rephrased just a bit too much. The assignment asked about "questioning" authority rather than "believing" in authority.

SINCE WHAT THEY DO COULD BE SERIOUSLY FLAWED

Good: Clear, sufficiently general yet concrete Main Reason.

TO 20TH CENTURY WORLD AS GERMAN PEOPLE

Improve grammar: "on the 20th century world as the German people"

"ADOLF HITLER, THE BLINDEST... WITH FAVOR."

Good: Topic sentence takes effective E.A.R. approach. The sentence structure and element order is different from the E.A.R. thesis so it doesn't feel repetitive.

is capable of restoring nation pride. However, he committed one of the most blatant mistake in 20th century the fascist policy, which promotes invasion and triggered World War II. What made his fascist ideal so destructive was nothing but the blind following of Germany soldiers under Hitler's lead. As few people in Germany ever doubted Hitler, the destruction occurred. As proved by Hitler's mistake and Germany's mistake, to follow the lead of leader without think through the outcomes is not a wise act.

In addition, the giants in sciences have also made mistakes in history, thus proving that to take total trust in their theories must preclude science from developing progressively. Aristotle, an authority of science in Greek, mistakenly thought that when a ball is thrown, force still acts on it even if it's distant. Einstein, believing that his model can unite all forces in the universe in a single equation, was proved wrong when quantum mechanical model was later devised. Had we totally trusted those authority, the progress of science must have been obstructed gravely, which prove that we should not always believe in authority.

In the treaty of Versailles, French Prime Minister Clemenceau committed yet an-

IS CAPABLE OF RESTORING NATION PRIDE.

Improve grammar: "was capable of restoring national pride"

MISTAKE IN 20TH

Improve grammar & spelling: "mistakes in the 20th"

PROMOTES

Improve grammar: "promoted"

GERMANY

Improve: "Germany's"

AS FEW PEOPLE IN GERMANY EVER DOUBTED

Good: Clear, effective reasoning.

HITLER, THE DESTRUCTION OCCURRED.

Improve grammar: "Hitler, destruction occurred."

OF LEADER WITHOUT THINK THROUGH THE OUTCOMES

Improve grammar: "of a leader without thinking through the outcome"

"AS PROVED BY HITLER'S MISTAKE... A WISE ACT"

Good: E.A. Summary sentence follows detailed reasons in prior sentences in paragraph. So entire paragraph definitely has all three key elements.

IN SCIENCES

Improve grammar: "in the sciences"

PROVING

Improve: this word is over-used.

TAKE

Improve word choice: "put"

GREEK

Improve word choice: "Greece"

QUANTUM

Improve grammar: "the quantum"

THOSE AUTHORITY

Improve grammar: "these authorities"

MUST HAVE

Improve grammar: "would have"

PROVE

Improve grammar: "proves"

"HAD WE TOTALLY TRUSTED... IN AUTHORITY"

Good: Well written E.R.A summary sentence includes a Supporting Reason.

"IN THE TREATY OF VERSAILLES... OTHER MISTAKE"

Good: Effective E.R topic sentence

other mistake. Backed up by zealous French people who wanted to avenge Germany, he proposed unrealistic war compensations, which later proved destructive as Hitler's first target in WWII was France.

COMPENSATIONS

Improve grammar: "compensation"

"BACKED UP BY ZEALOUS FRENCH PEOPLE... WAS FRANCE"

Good: This paragraph is only two sentences and is overall too short and is lacking the Answer element. However, it is still effective because the topic sentence and summary sentence work well together. Summary sentence is E.R.

No matter it is authority in science and politics, we should not believe in them all the time because they, as human beings, do commit mistake. As one can easily perceive, to take trust in authority might bring unparalleled damage to society, no matter if the authority we are believing in are renowned figures such as Aristotle or Einstein or not.

IT IS AUTHORITY

Improve grammar: "whether they are authorities"

MISTAKE

Improve grammar: "mistakes"

TAKE TRUST IN AUTHORITY

Improve word choice: "put trust in authorities"

UNPARALLELED

Improve spelling: "unparalleled"

AUTHORITY

Improve word choice: "authorities"

"AS ONE CAN EASILY PERCEIVE... OR NOT"

Good: Despite being short, conclusion was effective overall because it included all three key elements. First sentence provided Answer, then second sentence provided Reason and (selected) Examples.

essayready!

Version 3.2

SAT is a registered trademark of the College Board, which was not involved in the production of this book.

Copyright © 2011 by Essay Ready LLC. Some rights reserved.

For information, please contact: Essay Ready LLC, 15500 SW Jay St Beaverton, OR 97006 www.essayready.com