

This lesson will help you practice determining the sequence of events in two types of texts. Use it with core lesson 2.1 Sequence Events to reinforce and apply your knowledge.

Key Concept

The sequence of events is the order in which the events in a text occur.

Core Skills

- Sequence Information
- Use Text Features

Sequence of Time

To fully comprehend narrative passages and procedural texts, readers need to understand the order of events or steps. When reading a passage, use transitions and text features to help determine the sequence of events.

Directions: Read the passage below. Then complete the activities.

Athletic Shoes

- 1 Picking a pair of athletic shoes used to be easy. When only a few brands and styles of shoes existed, you could just choose the most comfortable pair. But today, athletic shoes are a multibillion-dollar business. With thousands of different styles, colors, and features, picking a pair of athletic shoes can be complicated. Nevertheless, there are ways to find the ideal pair of shoes.
- 2 First, you should choose different shoes for working out than for everyday use. For everyday shoes, comfort and appearance are the most important selection criteria. For exercising, finding the right shoe involves several factors. Consider the type of activities you will engage in. If you mainly participate in a specific sport or activity, such as running, walking, or playing tennis, you will want to get shoes designed specifically for that activity. Running shoes, for example, contain extra padding to make running easier on your feet. Tennis shoes contain extra padding to cushion the toes. Walking shoes are specially designed to help you walk quickly and effortlessly. If you participate in many sports, a pair of cross-training shoes is a good idea. These shoes have enough padding for runners, but they also meet the needs of other athletes.
- 3 After you have decided which kind of shoe you would like, begin to look at individual pairs of shoes. When you try on shoes, make sure you are wearing the same kind of socks that you will be wearing when you work out. Also make sure you do more than just look at the shoes in a mirror; take a short walk around the shoe department to determine how they feel. Make sure they fit snugly but are not too tight. The tip of the shoe should be roomy enough for you to wiggle your toes. If your feet are jammed in, you run the risk of injuring yourself.
- 4 Finally, look for style and special features. For example, if you run early in the morning or late at night, you should select shoes with reflective material so drivers can see you in the dark. If you are interested in measuring the distance that you run or walk, consider shoes with a built-in pedometer. If you have trouble with your feet, shoes filled with air or gel provide extra cushioning that could help.
- 5 After you buy your shoes, make sure you break them in before your first workout. As you continue to wear them, watch for signs of wear and tear. Worn-out shoes can be just as harmful to your feet as improper footwear.

1. According to the passage, what was easy to do *before* so many brands and styles of athletic shoes existed?
- A. use one pair of shoes to cross train
- B. walk around the store with the shoes on
- C. purchase the top-selling brand
- D. choose the most comfortable pair
2. Which transition word in the text tells you that style and special features should be the last things to consider before purchasing shoes?
- A. next
- B. after
- C. finally
- D. then
3. Which of the following phrases could logically replace the underlined text and convey the intended meaning?
- When you try on shoes, make sure you are wearing the same kind of socks that you will be wearing when you work out.
- A. While you are trying on shoes
- B. After you have tried on shoes
- C. Until you try on shoes
- D. Subsequent to trying on shoes

4. Which of the following definitions best fits the meaning of the word **improper** as it is used in paragraph 5?
- A. not in good taste
- B. not well suited to one's needs
- C. not current or trendy
- D. not following cultural expectations

5. Write the steps of buying and using athletic shoes in the correct sequence according to the passage, starting with the first step at the top.

```
graph TD; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]
```

try on different shoes

decide what kind of shoes you will need

break in your shoes

consider additional features you might want

Sequence in a Process

When texts do not use clear transition words in describing a procedure or process, you can usually assume that the steps are being presented in chronological order. In some cases, text features such as headings can also help you see how a text is organized and understand the order of events or actions.

Directions: Read the passage below. Then complete the activities.

Natural Gas Basics

How Was Natural Gas Formed?

The main ingredient in natural gas is methane, a gas (or compound) composed of one carbon atom and four hydrogen atoms. Millions of years ago, the remains of plants and animals (diatoms) decayed and built up in thick layers. This decayed matter from plants and animals is called organic material it was once alive.... Pressure and heat changed some of this organic material into coal, some into oil (petroleum), and some into natural gas—tiny bubbles of odorless gas.

In some places, gas escapes from small gaps in the rocks into the air; then, if there is enough activation energy from lightning or a fire, it burns. When people first saw the flames, they experimented with them and learned they could use them for heat and light.

How Do We Get Natural Gas?

The search for natural gas begins with geologists, who study the structure and processes of the Earth. They locate the types of rock that are likely to contain gas and oil deposits.

Today, geologists' tools include seismic surveys that are used to find the right places to drill wells. Seismic surveys use echoes from a vibration source at the Earth's surface (usually a vibrating pad under a truck built for this purpose) to collect information about the rocks beneath. Sometimes it is necessary to use small amounts of dynamite to provide the vibration that is needed.

Scientists and engineers explore a chosen area by studying rock samples from the earth and taking measurements. If the site seems promising, drilling begins. Some of these areas are on land, but many are offshore, deep in the ocean. Once the gas is found, it flows up through the well to the surface of the ground and into large pipelines.

Some of the gases that are produced along with methane, such as butane and propane (also known as “by products”), are separated and cleaned at a gas processing plant. The by-products, once removed, are used in a number of ways. For example, propane can be used for cooking on gas grills.

Dry natural gas is also known as consumer-grade natural gas. In addition to natural gas production, the U.S. gas supply is augmented by imports, withdrawals from storage, and by supplemental gaseous fuels.

Most of the natural gas consumed in the United States is produced in the United States. Some is imported from Canada and shipped to the United States in pipelines. A small amount of natural gas is shipped to the United States as liquefied natural gas (LNG).

We can also use machines called “digesters” that turn today's organic material (plants, animal wastes, etc.) into natural gas. This process replaces waiting for millions of years for the gas to form naturally.

— From “Natural Gas Basics” by the U.S. Energy Information Administration

1. In the section “How Was Natural Gas Formed? ”, the sequence of events describes a _____.
2. Which of the following best describes how this text is arranged?
 - A. two processes described in chronological order and placed in sections that are also in chronological order
 - B. two processes described in reverse chronological order and placed in sections that are in chronological order
 - C. two processes described in chronological order and placed in sections that appear in order of importance
 - D. two processes with interrupting flashbacks, placed in sections that are in chronological order
3. Which text feature indicates to the reader that the process of natural gas being formed comes *before* the process of obtaining it?
 - A. the order of visual graphics
 - B. the order of the title
 - C. the order of bolded headings
 - D. the order of underlined phrases
4. According to the section “How Do We Get Natural Gas? ” which transition word would accurately complete the following sentence: Scientists study samples and take measurements _____ taking a seismic survey.
 - A. before
 - B. after
 - C. while
 - D. until



Test-Taking Tip

The text features that you use to determine the sequence of events can also help you find the correct answer in a test question more quickly. When you first read a passage, make a mental note of any section headings that are used to organize the passage. Later, when you read the questions, notice whether the question tells you where in the passage to look for the answer. If it does, go straight to that section and make sure your answer corresponds to the information found in that section.

Writing Practice

Sometimes when we tell stories about a past event, we may describe events out of order. When we do this, it is important to use transition words to indicate that we are breaking from chronological order.

Directions: Write a paragraph about an experience in which you taught someone how to do something. For example, it could be about teaching a younger sibling how to ride a bike or showing your grandfather how to write an e-mail. Include at least four steps. Include at least one detail that is out of sequence, and use transition words to indicate at which point in the process it occurred.

This lesson will help you practice inferring relationships within two literary texts. Use it with core lesson 2. 2 Infer Relationships between Events, People, and Ideas to reinforce and apply your knowledge.

Key Concept

Making an inference is determining the most likely explanation for the given information.

Core Skills

- Make Inferences
- Cite Evidence

Inferring a Writer's Meaning

To make inferences about a text, use a combination of explicit details and implied information as clues. Then combine this information with your personal knowledge to draw conclusions about the relationships among characters, events, setting, and ideas in a text.

Directions: Read the passage below. Then complete the activities.

Dick Baker's Cat

- 1 One of my comrades... was one of the gentlest spirits that ever bore its patient cross in a weary exile: grave and simple Dick Baker, pocket-miner of Dead Horse Gulch He was forty six. grey as a rat, earnest, thoughtful, slenderly educated, slouchily dressed and clay soiled, but his heart was finer metal than any gold his shovel ever brought to light than any, indeed, that ever was mined or minted.
- 2 Whenever he was out of luck and a little downhearted, he would fall to mourning over the loss of a wonderful cat he used to own. [H]e always spoke of the strange sagacity of that cat with the air of a man who believed in his secret heart that there was something human about it maybe even supernatural.
- 3 I heard him talking about this animal once. He said
- 4 “Gentlemen, I used to have a cat here, by the name of Tom Quartz. I had him here eight year and he was the remarkablest cat / ever see. He was a large grey one of the Tom specie, an' he had more hard, natchral sense than any man in this camp... He never ketched a rat in his life- peared to be above it. He never cared for nothing but mining He knowed more about mining than any man I ever, ever see. You couldn't tell *him* noth'n' 'bout placer diggins.. [A]s for pocket mining, why he was just born for it. He would dig out after me an' Jim when we went over the hills prospect'n'. and he would trot along behind us for as much as five mile... [I]f the ground suited him, he would lag low 'n' keep dark till the first pan was washed... [T]hen he would sidle up 'n' take a look, an' if there was about six or seven grains of gold *he* was satisfied. [T]hen he would lay down on our coats and snore like a steamboat till we'd struck the pocket, an' then get up 'n' superintend He was nearly lightnin' on superintending.

(continued)

5 “Well, by an’ by, up comes this yer quartz excitement Everybody was into it—everybody was pick’n’ ‘n’ blast’n’ instead of shovelin’ dirt on the hillside—everybody was putt’n’ down a shaft instead of scrapin’ the surface Noth’n’ would do Jim. but *we* must tackle the ledges, too, ‘n’ so we did. We commenced putt’n’ down a shaft Tom Quartz he begin to wonder what in the Dickens it was all about. *He* hadn’t ever seen any mining like that before, ‘n’ he was all upset, as you may say—he couldn’t come to a right understanding of it no way. But that cat, you know, was *always* agin new-fangled arrangements. *You* know how it is with old habits. But by an’ by Tom Quartz begin to git sort of reconciled a little, though he never *could* altogether understand that eternal sinkin’ of a shaft an’ never pannin’ out anything At last he got to comin’ down in the shaft, hisself, to try to cipher it out An’ when he’d git the blues knowin’ as he did, that the bills was runnin’ up all the time an’ we warn’t makin’ a cent he would curl up on a gunny sack in the comer an’ go to sleep. Well, one day when the shaft was down about eight foot, the rock got so hard that we had to put in a blast—the first blast’n’ we’d ever done since Tom Quartz was born. An’ then we lit the fuse ‘n’ dumb out ‘n’ got off ‘bout fifty yards—’n’ forgot n’ left Tom Quartz sound asleep on the gunny-sack. In ‘bout a minute we seen a puff of smoke bust up out of the hole.. [Everything let go with an awful crash... [A]bout four million ton of rocks ‘n’ dirt ‘n’ smoke ‘n’ splinters shot up ‘bout a mile an’ a half into the air...

6 [B]y George, right in the dead centre of it was old Tom Quartz a-goin’ end over end, an’ a-snortin’ an’ a-sneez’n, an’ a-claw in’ an’ a-reach’n’ for things like all possessed.... An’ that was the last we see of *him* for about two minutes ‘n’ a half.. [T]hen all of a sudden it begin to rain rocks and rubbage an’ directly he come down ker-whoop about ten foot off f’m where we stood. Well, I reckon he was p’raps the orneriest lookin’ beast you ever see. One ear was sot back on his neck, ‘n’ his tail was stove up, ‘if his eye-winkers was singed off.. [H]e was all blacked up with powder an’ smoke, an’ all sloppy with mud ‘n’ slush f’m one end to the other.... He took a sort of a disgusted look at hisself, n’ then he looked at us.. [T]hen he turned on his heel ‘n’ marched off home without ever saying another word.

7 “That was jest his style. [A]fter that you never see a cat so prejudiced agin quartz-mining as what he was....

8 I said, “Well, Mr Baker, his prejudice against quartz mining *was* remarkable, considering how he came by it Couldn’t you ever cure him of it? ”

9 “*Cure him!* No! When Tom Quartz was sot once, he was *always* sot. ”

—From “Dick Baker’s Cat” by Mark Twain

1. Based on the description in Paragraph 1, the reader can infer that the narrator’s opinion of the character Dick Baker is that he is
 - A. clever but ultimately cruel.
 - B. simple and uneducated but kind.
 - C. good at mining but bad with money.
 - D. well educated and a sharp dresser.
2. In the second paragraph, the narrator makes it explicit that Dick Baker speaks highly of his cat. However, the narrator _____ that he, himself, has doubts about the cat’s near-human intelligence.

3. In paragraph 4, beginning with the phrase “[I]f the ground suited him.. through the end of the paragraph, the cat’s behavior would be best described as
- A. so unbelievable that it would seem supernatural to any observer.
 - B. impressive for a cat, but regarded by its owner as unremarkable.
 - C. normal for most cats, but interpreted by the owner as being human-like.
 - D. typical of a trained circus animal but not of a pet cat.
4. In paragraph 5, Dick Baker describes the miners’ enthusiasm for quartz. Based on his word choice and description, you can infer that the cat
- A. hopes to find a large supply of quartz.
 - B. does not think quartz is salable.
 - C. prefers digging deep to searching the topsoil.
 - D. thinks underground mining is not worthwhile.
5. Based on the description in paragraphs 5 and 6 of what happened to Tom Quartz, what can you infer about the Dick Baker’s feelings about the event?
- A. It was devastating.
 - B. It was amusing.
 - C. It was pleasing.
 - D. It was frightening.

Citing Evidence

When making inferences about a text, a reader must look for evidence in the text. Evidence can include opinions, examples that support a point, and factual information.

Directions: Read the passage below. Then complete the activities.

The House in the Mist

- 1 It was a night to drive any man indoors. Not only was the darkness impenetrable, but the raw mist enveloping hill and valley made the open road anything but desirable to a belated wayfarer like myself.
- 2 Being young, untrammelled, and naturally indifferent to danger, I was not averse to adventure; and having my fortune to make, was always on the lookout for El Dorado, which to ardent souls lies ever beyond the next turning. Consequently, when I saw a light shimmering through the mist at my right, I resolved to make for it and the shelter it so opportunely offered.
- 3 But I did not realise then, as I do now, that shelter does not necessarily imply refuge, or I might not have undertaken this adventure with so light a heart. Yet who knows? The impulses of an unfettered spirit lean toward daring, and youth, as I have said, seeks the strange, the unknown, and sometimes the terrible.

(continued)

- 4 My path towards this light was by no means an easy one. After confused wanderings through tangled hedges, and a struggle with obstacles of whose nature I received the most curious impression in the surrounding murk... I arrived in front of a long, low building, which, to my astonishment, I found standing with doors and windows open to the pervading mist, save for one square casement, through which the light shone from a row of candles placed on a long mahogany table.
- 5 The quiet and seeming emptiness of this odd and picturesque building made me pause. I am not much affected by visible danger, but this silent room, with its air of sinister expectancy, struck me most unpleasantly. I was about to reconsider my first impulse and withdraw again to the road, when a second look thrown back upon the comfortable interior I was leaving convinced me of my folly, and sent me straight toward the door which stood so invitingly open.
- 6 But half-way up the path my progress was again stayed by the sight of a man issuing from the house I had so rashly looked upon as devoid of all human presence. He seemed in haste, and at the moment my eye first fell on him was engaged in replacing his watch in his pocket.
- 7 But he did not shut the door behind him, which I thought odd, especially as his final glance had been a backward one, and seemed to take in all the appointments of the place he was so hurriedly leaving.
- 8 As we met he raised his hat. This likewise struck me as peculiar, for the deference he displayed was more marked than that usually bestowed on strangers... [H]is lack of surprise at an encounter more or less startling in such a mist, was calculated to puzzle an ordinary man like myself. Indeed, he was so little impressed by my presence there that he was for passing me without a word or any other hint of good-fellowship.. But this did not suit me. I was hungry, cold, and eager for creature comforts... [T]he house before me gave forth, not only heat, but a savoury odour which in itself was an invitation hard to ignore. I therefore accosted the man
- 9 "Will bed and supper be provided for me here?" I asked "I am tired out with a long tramp over the hills, and hungry enough to pay anything in reason-----"
- 10 I stopped, for the man had disappeared. He had not paused at my appeal, and the mist had swallowed him But at the break in my sentence his voice came back in good natured tones, and I heard:
- 11 "Supper will be ready at nine, and there are beds for all. Enter, sir; you are the first to arrive, but the others cannot be far behind. "
- 12 A queer greeting certainly. But when I strove to question him as to its meaning, his voice returned to me from such a distance that I doubted if my words had reached him any more than his answer had reached me.
- 13 "Well, " thought I, "it isn't as if a lodging had been denied me. He invited me to enter, and enter I will "

(continued)

- 14 The house, to which I now naturally directed a glance of much more careful scrutiny than before, was no ordinary farm-building, but a rambling old mansion... Though furnished, warmed, and lighted with candles,... it had about it an air of disuse which made me feel myself an intruder, in spite of the welcome I had received. But I was not in a position to stand upon ceremony... [E]re long I found myself inside the great room and before the blazing logs whose glow had lighted up the doorway and added its own attraction to the other allurements of the inviting place.
- 15 Though the open door made a draught which was anything but pleasant, I did not feel like closing it, and was astonished to observe the effect of the mist through the square thus left open to the night. It was not an agreeable one, and, instinctively turning my back upon that quarter of the room, I let my eyes roam over the wainscoted walls and the odd pieces of furniture which gave such an air of old-fashioned richness to the place.... But the solitude of the place... struck cold to my heart, and I missed the cheer rightfully belonging to such attractive surroundings.

—From *Room Number 3 and Other Detective Stories* by Anna Katharine Green

1. In paragraph 1, the phrases “darkness [was] impenetrable” and “raw mist [was] enveloping hill and valley” are
 - A. opinions expressed by the narrator about weather conditions.
 - B. inferences made by the reader about the story’s setting.
 - C. facts about weather conditions where the author lived.
 - D. examples to illustrate the idea that it was not a good night to be outdoors.
2. The narrator’s descriptions of what he sees and his opinions about what he sees are two types of _____
3. Which of the following definitions best fits the meaning of the word *unfettered* as it is used in paragraph 3?
 - A. unrestrained
 - B. unnatural
 - C. unguarded
 - D. unforgiving
4. Which of the following statements from paragraph 14 could you cite to support the inference that the narrator feels uneasy in this setting?
 - A. “The house... was no ordinary farm-building, but a rambling old mansion...”
 - B. “Though furnished, warmed, and lighted with candles,... it had about it an air of disuse...”
 - C. ... which made me feel myself an intruder, in spite of the welcome I had received...”
 - D. “I found myself... before the blazing logs whose glow had... added its own attraction...”



Writing Practice

Directions: Think of a person whom you find inspiring. Make a list of two facts about that person and two opinions you hold about him or her, as well as one additional detail (fact or opinion). Analyze your details to see how they are related to one another. Then write a paragraph that explicitly states two facts and two opinions, and implies one additional detail. Make sure that the relationships among the details on your list are implied by the text and can be inferred by your reader.

This lesson will help you practice analyzing relationships between text elements in two literary passages. Use it with core lesson 2. 3 Analyze Relationships between Ideas to reinforce and apply your knowledge.

Key Concept

Relationships exist between different text elements—between characters, between characters and setting, between plot and setting, or between ideas.

Core Skills

- Identify Literary Elements
- Analyze the Relationship between Plot and Setting

Identifying Literary Elements

Literary texts, especially stories, contain certain key elements that help build the narrative, or the story that is being told. The key elements include plot, setting, theme, and character. Writers use characterization to describe their characters through details such as dialogue, actions, and descriptions.

Directions: Read the passage below. Then complete the activities.

- 1 Once upon a time—of all the good days in the year, on Christmas Eve—old Scrooge sat busy in his counting-house. It was cold, bleak, biting weather: foggy withal: and he could hear the people in the court outside, go wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them. The city clocks had only just gone three, but it was quite dark already—it had not been light all day—and candles were flaring in the windows of the neighbouring offices, like ruddy smears upon the palpable brown air. The fog came pouring in at every chink and keyhole, and was so dense without, that although the court was of the narrowest, the houses opposite were mere phantoms. To see the dingy cloud come drooping down, obscuring everything, one might have thought that Nature lived hard by, and was brewing on a large scale.
- 2 The door of Scrooge's counting-house was open that he might keep his eye upon his clerk, who in a dismal little cell beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the coal-box in his own room; and so surely as the clerk came in with the shovel, the master predicted that it would be necessary for them to part. Wherefore the clerk put on his white comforter, and tried to warm himself at the candle; in which effort, not being a man of a strong imagination, he failed.
- 3 "A merry Christmas, uncle! God save you!" cried a cheerful voice. It was the voice of Scrooge's nephew, who came upon him so quickly that this was the first intimation he had of his approach.
- 4 "Bah!" said Scrooge, "Humbug!"
- 5 He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again.
- 6 "Christmas a humbug, uncle!" said Scrooge's nephew. "You don't mean that, I am sure?"
- 7 "I do," said Scrooge. "Merry Christmas! What right have you to be merry? What reason have you to be merry? You're poor enough."

(continued)

- 8 “Come, then,” returned the nephew gaily “What right have you to be dismal? What reason have you to be morose? You’re rich enough.”
- 9 Scrooge having no better answer ready on the spur of the moment, said, “Bah! ” again; and followed it up with “Humbug ”

—From *A Christmas Carol: A Ghost Story of Christmas* by Charles Dickens

- Scrooge, his clerk, and his nephew are the three in this passage.
- The phrases “cold, bleak, biting weather: foggy withal” and “it had not been light all day” are details about the story’s
 - characters.
 - narrative.
 - setting.
 - theme.
- Write the details from the passage under the appropriate literary element category.
- Which detail from the passage describes the story’s main character, Scrooge?
 - He had a cheerful voice.
 - He did not have much money.
 - He was in a bad mood.
 - He felt very cold.

Setting	Character

- 3 PM on Christmas Eve
- Scrooge’s control over the coal-box
- description of the fog
- Scrooge’s counting-house
- nephew’s response to Scrooge
- Scrooge’s reaction to his nephew

Analyzing Relationships in Text

When you read a text, the various relationships between the setting, characters, and events in the plot can help you understand or infer the story's theme.

Directions: Read the passage below. Then complete the activities.

Room Number 3

- 1 "What door is that? You've opened all the others; why do you pass that one by?"
- 2 "Oh, that! That's only Number 3. A mere closet, gentlemen," responded the landlord in a pleasant voice. "To be sure, we sometimes use it as a sleeping-room when we are hard pushed. Jake, the clerk you saw below, used it last night. But it's not on our regular list. Do you want a peep at it?"
- 3 "Most assuredly. As you know, it's our duty to see every room in this house, whether it is on your regular list or not."
- 4 "All right. I haven't the key of this one with me. But—yes, I have. There, gentlemen!" he cried, unlocking the door and holding it open for them to look inside. "You see it no more answers the young lady's description than the others do. And I haven't another to show you. You have seen all those in front, and this is the last one in the rear. You'll have to believe our story. The old lady never put foot in this tavern."
- 5 The two men he addressed peered into the shadowy recesses before them, and one of them, a tall and uncommonly good-looking young man of stalwart build and unusually earnest manner, stepped softly inside. He was a gentleman farmer living near, recently appointed deputy sheriff on account of a recent outbreak of horse-stealing in the neighbourhood.
- 6 "I observe," he remarked, after a hurried glance about him, "that the paper on these walls is not at all like that she describes. She was very particular about the paper; said that it was of a muddy pink colour and had big scrolls on it which seemed to move and crawl about in whirls as you looked at it. This paper is blue and striped. Otherwise-----"
- 7 "Let's go below," suggested his companion, who, from the deference with which his most casual word was received, was evidently a man of some authority. "It's cold here, and there are several new questions I should like to put to the young lady. Mr. Quimby,"—this to the landlord, "I've no doubt you are right, but we'll give this poor girl another chance. I believe in giving every one the utmost chance possible."
- 8 "My reputation is in your hands, Coroner Golden," was the quiet reply. Then, as they both turned, "my reputation against the word of an obviously demented girl."

(continued)

- 9 The words made their own echo. As the third man moved to follow the other two into the hall, he seemed to catch this echo, for he involuntarily cast another look behind him as if expectant of some contradiction reaching him from the bare and melancholy walls he was leaving. But no such contradiction came. Instead, he appeared to read confirmation there of the landlord's plain and unembittered statement. The dull blue paper with its old-fashioned and uninteresting stripes seemed to have disfigured the walls for years. It was not only grimy with age, but showed here and there huge discoloured spots, especially around the stovepipe-hole high up on the left-hand side. Certainly he was a dreamer to doubt such plain evidences as these. Yet-----
- 10 Here his eye encountered Quimby's, and pulling himself up short, he hastily fell into the wake of his comrade now hastening down the narrow passage to the wider hall in front. Had it occurred to him to turn again before rounding the corner—but no, I doubt if he would have learned anything even then. The closing of a door by a careful hand—the slipping up behind him of an eager and noiseless step—what is there in these to re-awaken curiosity and fix suspicion? Nothing, when the man concerned is Jacob Quimby; nothing. Better that he failed to look back; it left his judgment freer for the question confronting him in the room below.
- 11 Three Forks Tavern has been long forgotten, but at the time of which I write it was a well-known but little-frequented house, situated just back of the highway on the verge of the forest lying between the two towns of Chester and Danton in southern Ohio. It was of ancient build, and had all the picturesqueness of age and the English traditions of its original builder. Though so near two thriving towns, it retained its own quality of apparent remoteness from city life and city ways. This in a measure was made possible by the nearness of the woods which almost enveloped it; but the character of the man who ran it had still more to do with it. his sympathies being entirely with the old, and not at all with the new.... This, while it appealed to a certain class of summer boarders, did not so much meet the wants of the casual traveller, so that while the house might from some reason or other be overfilled one night, it was just as likely to be almost empty the next.... The building itself was of wooden construction, high in front and low in the rear, with gables toward the highway, projecting here and there above a strip of rude old-fashioned carving. These gables were new, that is, they were only a century old; the portion now called the extension, in the passages of which we first found the men we have introduced to you, was the original house.

—From *Room Number 3 and Other Detective Stories* by Anna Katharine Greene

1. Which statement best describes the relationship between the setting and plot of this passage?
 - A. A man makes observations about a room possibly involved in a crime.
 - B. A conversation between three men reveals information about a crime.
 - C. Three men walk down a hallway of an old tavern.
 - D. A man questions the sanity of a young woman involved in a crime.
2. Which statement describes the relationship between the characters and events in this passage?
 - A. A coroner and a deputy sheriff discover that a tavern owner is the prime suspect in a crime.
 - B. A demented young woman tells a deputy sheriff that a tavern owner committed a crime.
 - C. A coroner convinces a suspicious deputy sheriff to investigate a local tavern owner
 - D. A tavern owner cooperates with the investigation of a coroner and a deputy sheriff.

3. Which of the following phrases best describes the relationship between Three Forks Tavern and its owner, as it is explained in Paragraph 11?
 - A. The tavern has an impact on the owner's mood.
 - B. The owner wants to keep the tavern from changing.
 - C. The tavern is important in changing the owner's life.
 - D. The owner is indifferent to the tavern.
4. A key detail that ties the story's plot to its setting is the color of the _____.
5. Which of the following definitions best fits the meaning of the word **retained** as it is used in paragraph 11?
 - A. employed
 - B. restrained
 - C. preserved
 - D. remembered
6. The deputy sheriff's thoughts about Jacob Quimby in Paragraph 10 could be evidence to support which of the following themes?
 - A. the importance of intuition and careful observations in judgments
 - B. the importance of considering other people's point of view
 - C. the importance of considering everyone to be a suspect at first
 - D. the importance of being truthful and transparent about one's objectives



Test-Taking Tip

Understanding what a question is asking is an important part of taking a test. When you come across a long or complex question, especially one referring to a passage, read it carefully. Then try breaking the question into parts. For example: Does part of the question tell you where to look for the answer? What is the question asking you about the passage you read? What is the question asking or telling you about the answer options?

Writing Practice

All narratives have a setting, and the setting often plays an important role in the events that occur in a narrative. For example, the place where a wedding is held might make the event romantic, memorable, or even comical. A journey might be exciting because of the surprises that come from experiencing a new place. The events that unfold might be affected as much by the environment as by the characters involved.

Directions: Write a paragraph describing an important event in your life that happened in a memorable place. Be sure to describe the place as well as the event. Make clear why the place was important for this particular event.

This lesson will help you practice determining implicit relationships between ideas in two types of texts. Use it with core lesson 2. 4 Determine Implicit Relationships between Ideas between Implicit Ideas to reinforce and apply your knowledge.

Key Concept

Like ideas, relationships between ideas in a text may be implied. When this occurs, readers must find clues in the text to help them understand how the ideas connect.

Core Skills

- Determine Implied Relationships between Ideas
- Predict Outcomes

Interpreting Implied Relationships between Ideas

Authors sometimes present explicit ideas with implicit relationships among them. Readers often need to make inferences about these relationships for a full understanding of a text. Readers can use language structure, punctuation, the proximity of words and ideas to support their inferences.

Directions: Read the passage below. Then complete the activities.

Warm and Cold Air Masses

- 1 Humidity and temperature affect how an air mass or body of air interacts in the atmosphere Air masses are created when a body of air takes on the characteristics from the land or water over which it forms. The central region of Canada usually creates cold and dry air masses. Air masses that form over the Gulf of Mexico are warm and have high humidity The Pacific Northwest creates air masses that are cool but also humid. The air masses that begin over the southwestern region of the United States are often dry but warm. Meteorologists track these an masses to help them make weather forecasts. The air masses that; move across the United States from west to east help meteorologists predict the weather.
- 2 Cold air masses tend to be unstable and turbulent and move faster than warm air masses. When a cold air mass comes into contact with a warm air mass, it forces the warmer air upward This forces any moisture in that air to condense quickly. The clouds that are formed by quick vertical air movements are cumulus clouds—puffy, cottonlike clouds. If the air is holding a great deal of moisture, the instant vertical draft creates a cumulonimbus or thunderhead. These are the storm clouds that drop a heavy load of precipitation quickly. Very often the quick rush of moist air will create a separation of electric charges within the cloud. This is how lightning is created The release of the charged particles through the air superheats the individual air particles They expand so fast that small sonic booms, or thunder, are heard.
- 3 Warm air masses are usually stable, and the wind that accompanies them is steady. Clouds that are formed by warm air masses are stratus clouds—low-lying, level clouds that in warm weather bring precipitation in the form of drizzle. As the warm air continues over the cooler air mass, the cloud formation becomes higher and thinner. The highest wispy clouds are cirrus clouds and do not contain enough moisture to bring precipitation.

(continued)

Air Masses Cause Fronts

- 4 A front occurs when two air masses collide and a boundary between the two masses forms. The weather for the land below is affected. Fronts may be either weak or strong. Strong fronts generally bring precipitation. When cold air acts like a plow and pushes warm air back, a cold front forms. If the cold air retreats, and the warm air pushes it away, a warm front occurs. Sometimes, the boundary between the two air masses does not move, and the front becomes stationary. Stationary fronts bring conditions similar to those brought by warm fronts. The precipitation that results, however, is usually milder and lasts longer.
- 5 More commonly, these collisions of fronts take place at the change of seasons. In the central part of the United States, spring means collisions of the newly arriving warm, moist air from the Gulf of Mexico with the retreating dry and cold air from central Canada. This annual springtime tradition generates the conditions that cause tornadoes. Tornadoes are the result of a very isolated strong updraft of warm, moist air. The rotation of the planet puts the circulation pattern of a counterclockwise spin into the updraft. (This is known as the Coriolis Effect and is demonstrated by all wind and water currents in both hemispheres. It is the reason the trade vessels in the Atlantic Ocean coming from Europe to North America must travel south to the equator instead of straight across the Atlantic.) Tornadoes can have wind speeds of up to 300 miles per hour, and they travel across the ground at around 30 miles per hour. Most tornadoes are produced in a region known as Tornado Alley: an area starting in the northern sections of Texas, through Oklahoma, Kansas, Missouri, and parts of Iowa and Illinois.
- 6 Hurricanes are also seasonal storms. As the energy from the Sun leaves the northern hemisphere in the late summer, the oceans near the Equator develop air mass and water-current low-pressure systems. Hurricane season is August through October, when the conditions are right for the start of these large circulation patterns that are fueled by the warm ocean waters near the equator.

1. The word patterns at the beginning of paragraphs 2 and 3 make it clear that the author is
 - A. comparing similar characteristics of warm and cold air masses.
 - B. contrasting different characteristics of warm and cold air masses.
 - C. explaining how warm air masses slowly become cold air masses.
 - D. explaining how cold air masses slowly become warm air masses.
2. In paragraph 1, what information is implied by explicit details about air masses?
 - A. Air masses over the Gulf of Mexico are warm.
 - B. The weather in Canada is cold and dry.
 - C. Air masses in the Southwest are dry.
 - D. Humidity affects how air masses interact.
3. In paragraph 3, language patterns and the _____ of ideas help readers infer that the authors is comparing the different movements of cold air masses and the resulting fronts.
 4. Based on the details describing cold and warm air masses in Paragraphs 2 and 3, a reader could infer that
 - A. rain only occurs when cold air masses come in contact with warm air masses.
 - B. puffy, cottonlike clouds form when warm air masses and cold air masses meet.
 - C. cold air masses cause heavier rain than warm air masses.
 - D. the winds in warm air masses are gustier than in cold air masses.

Citing Evidence of Implied Relationships

When inferring the relationship between ideas, a reader must support inferences with evidence supporting the implied relationship. Based on this evidence, the reader can predict outcomes within the text or predict how this evidence might apply to other texts or to situations outside of one particular text.

Directions: Read the passage below. Then complete the activities.

Supreme Court Decision on Repealing the Defense of Marriage Act (DOMA)

- 1 DOMA's principal effect is to identify a subset of state-sanctioned marriages and make them unequal. The principal purpose is to impose inequality, not for other reasons like governmental efficiency. Responsibilities, as well as rights, enhance the dignity and integrity of the person. And DOMA contrives to deprive some couples married under the laws of their State, but not other couples, of both rights and responsibilities. By creating two contradictory marriage regimes within the same State, DOMA forces same-sex couples to live as married for the purpose of state law but unmarried for the purpose of federal law, thus diminishing the stability and predictability of basic personal relations the State has found it proper to acknowledge and protect. By this dynamic DOMA undermines both the public and private significance of state-sanctioned same-sex marriages; for it tells those couples, and all the world, that their otherwise valid marriages are unworthy of federal recognition. This places same-sex couples in an unstable position of being in a second-tier marriage. The differentiation demeans the couple, whose moral and sexual choices the Constitution protects... and whose relationship the State has sought to dignify. And it humiliates tens of thousands of children now being raised by same-sex couples. The law in question makes it even more difficult for the children to understand the integrity and closeness of their own family and its concord with other families in their community and in their daily lives.
- 2 Under DOMA, same-sex married couples have their lives burdened, by reason of government decree, in visible and public ways. By its great reach, DOMA touches many aspects of married and family life, from the mundane to the profound. It prevents same-sex married couples from obtaining government health care benefits they would otherwise receive.... It deprives them of the Bankruptcy Code's special protections for domestic-support obligations.... It forces them to follow a complicated procedure to file their state and federal taxes jointly.... It prohibits them from being buried together in veterans' cemeteries....
- 3 DOMA also brings financial harm to children of same-sex couples. It raises the cost of health care for families by taxing health benefits provided by employers to their workers' same-sex spouses.... And it denies or reduces benefits allowed to families upon the loss of a spouse and parent, benefits that are an integral part of family security—

(continued)

- 4 DOMA divests married same-sex couples of the duties and responsibilities that are an essential part of married life and that they in most cases would be honored to accept were DOMA not in force. For instance, because it is expected that spouses will support each other as they pursue educational opportunities, federal law takes into consideration a spouse's income in calculating a student's federal financial aid eligibility.... Same-sex married couples are exempt from this requirement. The same is true with respect to federal ethics rules. Federal executive and agency officials are prohibited from "participat[ing] personally and substantially" in matters as to which they or their spouses have a financial interest.... A similar statute prohibits Senators, Senate employees, and their spouses from accepting high-value gifts from certain sources. . . , and another mandates detailed financial disclosures by numerous high-ranking officials and their spouses.... Under DOMA, however, these Government-integrity rules do not apply to same-sex spouses....
- 5 The class to which DOMA directs its restrictions and restraints are those persons who are joined in same-sex marriages made law ful by the State. DOMA singles out a class of persons deemed by a State entitled to recognition and protection to enhance their own liberty. It imposes a disability on the class by refusing to acknowledge a status the State finds to be dignified and proper. DOMA instructs all federal officials, and indeed all persons with whom same-sex couples interact, including their own children, that their marriage is less worthy than the marriages of others. The federal statute is invalid, for no legitimate purpose overcomes the purpose and effect to disparage and to injure those whom the State, by its marriage laws, sought to protect in personhood and dignity. By seeking to displace this protection and treating those persons as living in marriages less respected than others, the federal statute is in violation of the Fifth Amendment. This opinion and its holding are confined to those lawful marriages.
- 6 The judgment of the Court of Appeals for the Second Circuit is affirmed.
- 7 It is so ordered.

—from U. S. Supreme Court decision on UNITED STATES v. WINDSOR,
delivered by Justice Anthony Kennedy

1. The statement in paragraph 4 that “Under DOMA... Government-integrity rules do not apply to same-sex spouses. . . . Is evidence to support which of the following predicted outcomes?
- A. The Court of Appeals will uphold DOMA.
 - B. The Court of Appeals will overturn DOMA.
 - C. The Court of Appeals will uphold Government-integrity rules.
 - D. The Court of Appeals will overturn Government-integrity rules.
2. In paragraph 5, which of these details helps the reader to infer that the Court of Appeals based their final decision on existing legislation?
- A. “DOMA singles out a class of persons deemed by a State entitled to recognition and protection...”
 - B. “[DOMA] is invalid, [and in displacing State] protection, [is] in violation of the Fifth Amendment.”
 - C. “[DOMA] imposes a disability... by refusing to acknowledge a status the State finds to be dignified and proper..
 - D. “[The Court’s] opinion and its holding are confined to those lawful marriages [protected by the State].”
3. Based on the proximity of these two statements, what conclusion can the reader infer? “Responsibilities, as well as rights, enhance the dignity and integrity of the person. And DOMA contrives to deprive some couples married under the laws of their State, but not other couples, of both rights and responsibilities.”
- A. Therefore, DOMA diminishes the dignity and integrity of all couples.
 - B. Therefore, DOMA diminishes the dignity and integrity of some couples.
 - C. Therefore, DOMA diminishes the rights and responsibilities of all couples.
 - D. Therefore, DOMA diminishes the rights and responsibilities of some couples.
4. Based on the Court of Appeals’ decision about DOMA, what type of statutes might you predict would also be overturned by the same court?
- A. those that deny underage couples with parental consent the right to marry
 - B. those that deny citizens the types of responsibilities that enhance integrity
 - C. those that impact the financial disclosures of high-ranking federal officials and their spouses
 - D. those that enable the federal government to deny rights already recognized by the state
5. Which of the following definitions best fits the meaning of the word concord as it is used in paragraph 1?
- A. sympathy
 - B. serenity
 - C. unity
 - D. tranquility



Test-Taking Tip

When you answer questions about a reading passage, go back to the passage to find the answer. Before looking for the answer in the passage, read the question carefully to see whether some of the context in the question or in the answer options can help you find the answer when you reread.

Writing Practice

When writing a text, an author can use structure and patterns to reveal his or her ideas without directly stating them. For example, an author can describe one item with very favorable language but then describe the negative attributes of a similar item. It will then be inferred by the reader that the author prefers the item that he or she described with more positive words.

Directions: Write a paragraph comparing and contrasting two different cities you have visited or lived in. Structure your sentences so it is clear that you are comparing and contrasting these cities without saying so explicitly. Include at least two similarities and two differences. Include at least one statement that implies but does not state that one city is better than the other city.

Lesson 2. 5 Analyze the Role of Details in Complex Texts

This lesson will help you practice analyzing details to understand two types of complex texts. Use it with core lesson 2. 5 Analyze the Role of Details in Complex Texts to reinforce and apply your knowledge.

Key Concept

The details in complex informational and literary texts provide clues to the main ideas, significance of events, and relationships implied by the author.

Core Skills

- Comprehend Complex Texts
- Use Details to Analyze Complex Texts

Examining Complex Literary Texts

Complex literary texts often contain challenging words, abstract ideas, or implicit purposes. In addition, the subject might be unfamiliar, the text might have more than one theme, and the text structure might be unusual. To understand complex literary texts, you should scan the text to pick up clues from the title and key details, combine these clues with your knowledge, and draw from your life experiences.

Directions: Read the passage below. Then complete the activities.

The Black Cat

- 1 For the most wild, yet most homely narrative which I am about to pen, I neither expect nor solicit belief. Mad indeed would I be to expect it in a case where my very senses reject their own evidence. Yet mad am I not—and very surely do I not dream. But tomorrow I die, and today I would unburthen my soul. My immediate purpose is to place before the world plainly, succinctly, and without comment, a series of mere household events. In their consequences these events have terrified—have tortured—have destroyed me. Yet I will not attempt to expound them. To me they presented little but horror—to many they will seem less terrible than *baroques*. Hereafter, perhaps, some intellect may be found which will reduce my phantasm to the commonplace—some intellect more calm, more logical, and far less excitable than my own, which will perceive, in the circumstances I detail with awe, nothing more than an ordinary succession of very natural causes and effects.
- 2 From my infancy I was noted for the docility and humanity of my disposition. My tenderness of heart was even so conspicuous as to make me the jest of my companions. I was especially fond of animals, and was indulged by my parents with a great variety of pets. With these I spent most of my time, and never was so happy as when feeding and caressing them. This peculiarity of character grew with my growth, and in my manhood I derived from it one of my principal sources of pleasure. To those who have cherished an affection for a faithful and sagacious dog, I need hardly be at the trouble of explaining the nature or the intensity of the gratification thus derivable. There is something in the unselfish and self-sacrificing love of a brute which goes directly to the heart of him who has had frequent occasion to test the paltry friendship and gossamer fidelity of mere *Man*.
- 3 I married early, and was happy to find in my wife a disposition not uncongenial with my own. Observing my partiality for domestic pets, she lost no opportunity of procuring those of the most agreeable kind. We had birds, gold-fish, a fine dog, rabbits, a small monkey, and a *cat*.

(continued)

- 4 This latter was a remarkably large and beautiful animal, entirely black, and sagacious to an astonishing degree. In speaking of his intelligence, my wife, who at heart was not a little tinctured with superstition, made frequent allusion to the ancient popular notion which regarded all black cats as witches in disguise. Not that she was ever *serious* upon this point, and I mention the matter at all for no better reason than that it happens just now to be remembered.

—From “The Black Cat” by Edgar Allan Poe

1. By scanning the title and the first sentence of each paragraph, the reader can tell that the narrator is discussing
 - A. cats and superstitions.
 - B. his life and his cat.
 - C. his childhood and relatives.
 - D. marriage and fiction writing.
2. Choose the phrase that best completes the following summary of paragraph 1: The narrator says that perhaps readers will _____ the events he is about to describe.
 - A. be persuaded to agree with
 - B. be terrified yet entertained by
 - C. determine a logical explanation for
 - D. understand why he has written about
3. Which statement best summarizes the main idea of paragraph 3?
 - A. The narrator’s wife had pets of all different kinds.
 - B. The narrator married someone who was agreeable.
 - C. The narrator married someone who shared his loved of animals.
 - D. The narrator’s wife allowed him to get fish, birds, a dog, and a cat.
4. Which of the following definitions best fits the meaning of the word *brute* as it is used in paragraph 2?
 - A. monster
 - B. savage
 - C. thug
 - D. animal

Understanding Complex Informational Texts

Complex informational texts can be challenging when the reader is not familiar with technical vocabulary and concepts. It is helpful to scan for recurring words, make predictions and connections based on prior knowledge, and visualize as you read. Paraphrase difficult words, concepts, and complex sentences using your own words; summarize the main points implied by the details; and try to identify the author’s main ideas. As you read, think about how the details relate to the main ideas.

Directions: Read the passage below. Then complete the activities.

Remarks by the President on College Affordability

- 1 A higher education is the single best investment you can make in your future. And I’m proud of all the students who are making that investment.... And that’s not just me saying it. Look, right now, the unemployment rate for Americans with at least a college degree is about one-third lower than the national average. The incomes of folks who have at least a college degree are more than twice those of Americans without a high school diploma. So more than ever before, some form of higher education is the surest path into the middle class.

(continued)

Lesson 2. 5 Analyze the Role of Details in Complex Texts

- 2 But what I want to talk about today is what's become a barrier and a burden for too many American families—and that is the soaring cost of higher education....
- 3 This is something that everybody knows you need—a college education. On the other hand, college has never been more expensive. Over the past three decades, the average tuition at a public four-year college has gone up by more than 250 percent—250 percent. Now, a typical family's income has only gone up 16 percent. So think about that—tuition has gone up 250 percent; income gone up 16 percent. That's a big gap....
- 4 The average student who borrows for college now graduates owing more than \$26, 000. Some owe a lot more than that. And I've heard from a lot of these young people who are frustrated that they've done everything they're supposed to do—got good grades in high school, applied to college, did well in school—but now they come out, they've got this crushing debt that's crippling their sense of self-reliance and their dreams. It becomes hard to start a family and buy a home if you're servicing \$1, 000 worth of debt every month. It becomes harder to start a business if you are servicing \$1, 000 worth of debt every month, right?...
- 5 So at a time when a higher education has never been more important or more expensive, too many students are facing a choice that they should never have to make: Either they say no to college and pay the price for not getting a degree—and that's a price that lasts a lifetime—or you do what it takes to go to college, but then you run the risk that you won't be able to pay it off because you've got so much debt....
- 6 So the bottom line is this—we've got a crisis in terms of college affordability and student debt. And over the past four years, what we've tried to do is to take some steps to make college more affordable. So we enacted historic reforms to the student loan system, so taxpayer dollars stop padding the pockets of big banks and instead help more kids afford college....
- 7 Because what was happening was the old system, the student loan programs were going through banks; they didn't have any risk because the federal government guaranteed the loans, but they were still taking billions of dollars out of the program. We said, well, let's just give the loans directly to the students and we can put more money to helping students.
- 8 Then we set up a consumer watchdog. And that consumer watchdog is already helping students and families navigate the financial options that are out there to pay for college without getting ripped off by shady lenders....
- 9 Then, we took action to cap loan repayments at 10 percent of monthly income for many borrowers who are trying to responsibly manage their federal student loan debt.... So overall, we've made college more affordable for millions of students and families through tax credits and grants and student loans that go farther than they did before. And then, just a few weeks ago, Democrats and Republicans worked together to keep student loan rates from doubling....

(continued)

- 10 So that's all a good start, but it's not enough. The problem is, is that even if the federal government keeps on putting more and more money in the system, if the cost is going up by 250 percent, tax revenues aren't going up 250 percent—and so [at] some point, the government will run out of money, which means more and more costs are being loaded on to students and their families.
- 11 The system's current trajectory is not sustainable. And what that means is state legislatures are going to have to step up. They can't just keep cutting support for public colleges and universities.... That's just the truth. Colleges are not going to be able to just keep on increasing tuition year after year, and then passing it on to students and families and taxpayers. Our economy can't afford the trillion dollars in outstanding student loan debt, much of which may not get repaid because students don't have the capacity to pay it. We can't price the middle class and everybody working to get into the middle class out of a college education. We're going to have to do things differently. We can't go about business as usual.

—from “Remarks by the President on College Affordability” (speech) by Barack Obama

1. Scan the title and the first two paragraphs to determine which of the following is the main theme of this speech.
 - A. The incomes of college graduates needs to increase.
 - B. The importance of higher education is overestimated.
 - C. The unemployment rate for college graduates is too high.
 - D. The cost of higher education is too high.
2. What detail offers the strongest support for the idea that college tuition is no longer affordable to the average American?
 - A. Some college graduates owe more than \$26,000 in loan debt.
 - B. It's hard to start a family if you have to pay \$1000 in debt each month.
 - C. Average tuition increased 250 percent, and average income increased 16 percent.
 - D. Federal tax revenues have not increased by 250 percent, but college costs have.
3. By imagining a college graduate sending a check for \$1000 to a bank each month, you are the details of the text.
4. The technical information in paragraphs 7, 8, and 9 can be best summarized in which of the following statements?
 - A. The government took lending away from the banks to offer more money to students.
 - B. The government offered tax credits and grants to make college more affordable.
 - C. The government took several steps to help and protect students who take out loans.
 - D. The government's political parties worked together to keep loan rates from doubling.
5. Based on the first sentences of paragraph 10 and paragraph 11, what is the author's conclusion?
 - A. Some changes were made to the old system, but more must be made.
 - B. The old system was not sustainable, so changes were made.
 - C. The changes made will redirect the trajectory of the current system.
 - D. If the current system does not change, the government will run out of money.

Lesson 2. 5 Analyze the Role of Details in Complex Texts

Language Practice

In writing, it is important to use the correct pronoun to match the antecedent to which it refers.

Directions: Read the following passage. Then choose the option with the correct pronoun to match the antecedent.

One cannot expect to be successful if not commit to the pursuit of success. Many people believe that talent comes naturally, but are mistaken. Talent is a result of practice and persistence and of a constant engagement with the learning process. Each person might have gifts or genetic traits that make more likely to master certain skills. But this does not mean that mastery is instantaneous, without cost or effort; rather, ☐ must be developed over time.

1

- A. it
- B. he or she
- C. one
- D. you

- A. him or her
- B. them
- C. one
- D. it

2

- A. they
- B. we
- C. those
- D. these

- A. those
- B. they
- C. he or she
- D. it



Test-Taking Tip

The extended response portion of the test is used to assess numerous abilities. These include your organizational skills and stylistic choices, the effectiveness of your arguments, your use of evidence, and your grasp of standard English conventions. In other words, your score will take into account what you write and how you write it. Therefore, it's important to become comfortable with content and presentation.

Writing Practice

Not all English speakers use exactly the same vocabulary. We all learn new words through our daily experiences, our jobs, and our interests. Anyone who plays a sport, has a hobby, or works in a particular industry learns the specialized terms and procedures that go along with that activity. Sometimes without realizing it, in different areas of our lives, we communicate in ways that not all of our family and friends can understand.

Directions: Write a paragraph explaining a particular rule or procedure that pertains to your job, a sport you watch or play, or a hobby or special interest you have. Be sure to use clear writing, but include the words and ideas that are specific to that activity without defining them to your reader.