

# Sequence

On occasion you will be asked to place events in the order in which they happened. If you are given this kind of task, use the strategies below to help you answer the questions correctly.

## Definition

**Sequence** is the order in which events or activities take place.

## Language to Look For

### Sequence Questions

There are certain key words that signal a series of events. Sometimes they describe the order in which you are supposed to do something. Below you will find a list of questions and phrases that contain these key words.

- What is the correct order of . . . ?
- What happened before . . . ?
- What happened after . . . ?
- The first thing that happened was . . .
- The last thing that happened was . . .
- How did she finally . . . ?
- What followed?
- What is the next step?
- In the beginning . . .
- Previously . . .
- Prior to . . .
- First . . .
- Then . . .
- Later . . .
- Lastly . . .
- At the end . . .
- Yesterday . . .
- Tomorrow . . .

## Strategies for Responding

- You must read the entire passage to identify the correct sequence, or order.
- Look for the signal or key word or phrase.
- Ask yourself, “What happened first? Second? Last?”
- Reread the question. Respond to the question based on what you have read about the order in which things happened.
- Be aware that all “how-to” passages are sequential.

## Directions

Read the article below about a unique woman and her accomplishments during the 1800s in America. Then answer questions 1 through 4 on page 58.

# The Amazing Sojourner Truth



Isabella Baumfree was born into slavery in 1797 at a Dutch settlement in upstate New York. She had worked many a long and hard day in the fields when, at the age of nine, she was sold to another master for \$100. Then, in 1827, New York State's Emancipation Act freed her. After being freed, Isabella worked as a house servant, but directed a lot of her time and energy to helping slaves who managed to escape to the North. She worked to find homes and jobs for those slaves who had escaped through the Underground Railroad, a network of safehouses slaves used as they sought freedom in the North. Later, one hot day in 1843, Isabella Baumfree changed her name to Sojourner Truth.

sojourner =  
a person who stays in a  
place temporarily

Sojourner Truth set out on a journey—a very special one. She began to preach against the evils of slavery, and to sing about the joys of freedom. Sojourner was six feet tall, had expressive eyes, and a booming voice. Though she could not read or write, she was a powerful speaker, able to attract large crowds and to influence many to join the fight against slavery.

In the year 1861, the beginning of the Civil War, Sojourner continued to speak and give lectures. She did this to raise money in order to give gifts to the Union soldiers. She often visited the soldiers in camp to distribute these gifts. Sojourner also became something of a spy. As she traveled from one camp to the next, she was often able to gather important information about the movement of Confederate troops. Sojourner would pass this information on to the Union troops and, therefore, was able to aid the Northern soldiers in battle.

Later, once the Civil War ended in 1865, Sojourner continued her career in public speaking. By then, however, she directed her energy to a new and different cause, that of women's rights. In 1850, prior to the start of the Civil War, Sojourner had attended the first Women's Rights Convention in Worcester, Massachusetts. This convention had a major effect on Sojourner, who became a crusader for the movement, fighting for women to gain the right to vote, the right to equal pay, and the right to equal protection under the law.

At the age of 80, Sojourner retired. Her actions, thoughts, and words remain an inspiration to many.

**1** Sojourner Truth became a spy for the Union soldiers

- A as soon as she was freed
- B during the Civil War
- C following the Women's Rights Convention
- D prior to running the Underground Railroad

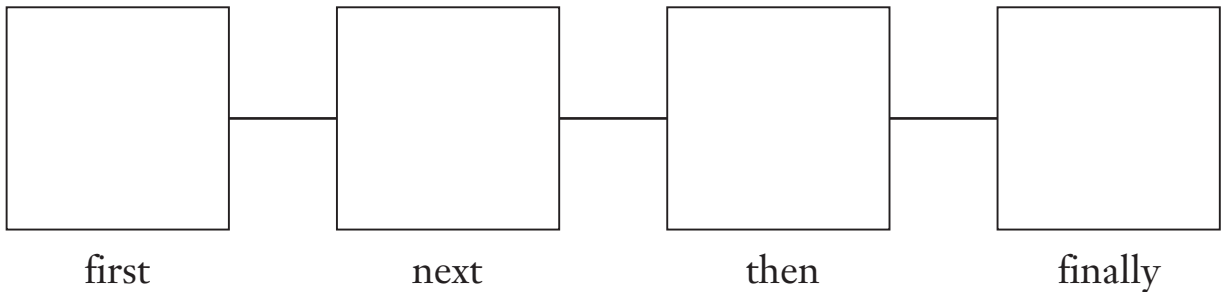
**2** After the Civil War ended, Sojourner Truth

- A was freed from slavery
- B continued her career in public speaking
- C spied for the Union soldiers
- D attended the Women's Rights Convention

**3** The Civil War began

- A prior to Sojourner's emancipation
- B following Sojourner's birthday
- C before the first Women's Rights Convention
- D after the establishment of the Underground Railroad

**4** Complete the flow chart below by placing a letter in each box to indicate the order in which events occurred.



- A fought for Women's rights
- B New York State Emancipation Act is passed
- C helped slaves escape through the Underground Railroad
- D changed her name

## **D**irections

Read the passage below about how to grow a vegetable garden. Then answer questions 1 through 4 on page 60.

# How to Grow a Vegetable Garden

Once we feel the warm weather of the spring coming, many of us are ready to enjoy the fun of planting a vegetable garden. But to be successful, a step-by-step plan is necessary. Here are the steps to take if you want to be able to harvest a bountiful crop.

First, develop a plan. It is important to make a scale drawing of the area of ground that you plan to cultivate. When you make this drawing, take into account areas to be used for paths and borders, so that you can tell exactly how much ground will be available for planting.

Next, decide which vegetables you really like and want to grow. Try to choose a variety of vegetables. Select some that will be ready for picking early in the season, some that will be ready midseason, and others that will ripen late in the season. This will enable you to have fresh vegetables throughout the growing season. Be sure that you record all your choices on a piece of paper.

After you decide what you want to grow, it is best to study the characteristics of each

vegetable. This will enable you to know which vegetables require sun and which will thrive in partial shade. Now it is time to go back to your scale drawing and mark a definite space or number of rows where you will plant each vegetable. A distance of 20 inches between the rows is ample for most vegetable gardens. It is essential that you follow your plan. Most gardens that fail do so because the original plan was not followed.

Prepare your soil with the fertilizer appropriate for the vegetables you are planting. Your new plants will appreciate some extra nutrients to help them flourish. But remember, don't overdo it! Too much fertilizer can be harmful.

Finally, it is important to continue to care for your vegetable garden. Make certain you weed, water, and fertilize throughout the growing season so that your vegetables will fully develop.

If you follow each and every one of these steps, you will surely be rewarded with fresh and nutritious food throughout the summer and fall.



**1**

After you make a scale drawing, the next thing you should do is

- A study the characteristics of each vegetable you want to plant
- B decide which vegetables you want to grow
- C mark a definite space on your drawing showing what you will plant and its location
- D condition the soil

**2**

The last thing you should do is

- A care for your garden
- B prepare the soil with fertilizer
- C check that your scale drawing is correct
- D make certain that you are following your plan

**3**

After you decide what you want to grow

- A study the characteristics of each vegetable so that you harvest some vegetables in the spring, some in summer, and others in the fall
- B decide where to plant each vegetable
- C find out how to fertilize them
- D find out how much water is needed

**4**

When growing a vegetable garden you must

- A decide what to plant prior to recording your plan
- B water the garden after the harvest
- C go back to your plan before you decide how many rows you will plant
- D decide how far from the property line your garden should be





## Directions

Read the story below about Pecos Bill and how he rode a tornado. Then answer questions 1 through 5 on page 62.

# Pecos Bill Rides a Tornado

It is true that just about everyone in the Wild West has heard of Pecos Bill. He was a bigger-than-life cowboy, and it was said that he could ride any bronco without ever being thrown off. Yes, Pecos Bill could do some pretty amazing things. This story is about the only time that Pecos Bill *was* thrown off. But let me not get ahead of myself in recounting the story of an astonishing incident.

bronco = an untrained horse or pony of the western United States
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Pecos Bill was up yonder in Kansas when he first had the idea that it would be great fun to ride a real tornado. But Bill did not want to ride just any ol' tornado, so he waited until he saw the one that he wanted to ride. Then he saw it. The sky turned dark. The wind roared so loud that folks all over the world could hear the howl and feel the power of the approaching twister.

What happened next was really quite incredible. Bill just pushed and pushed, until he finally got the tornado right down on the ground. Bill jumped right onto the back of that tornado. He made up his mind that he would ride it, no matter what. Then the tornado whirled and whirled, fiercely trying to get Pecos Bill off its back. It twisted and turned its way from Kansas to Texas, destroying land and property and anything else that happened to cross its path. Still, Bill held on. Every so often Bill jabbed the tornado with the spurs on his boots. After a long while, the tornado realized that it was not going to be easy to get Bill off its back. The tornado decided that it would take a fast and furious run, and it ran all the way from



Texas to California. Eventually, the tornado just rained itself out, and soon enough it faded down to nothing. That is when Bill finally fell off, hitting the ground so hard that he landed below sea level. That's why folks today call that very spot "Death Valley."

As amazing as all this sounds, it is believed that this is the only time in the career of Pecos Bill that he was ever thrown from anything he attempted to ride.

- 1** Pecos Bill jabbed the tornado with the spurs of his boots **after**
- A the tornado destroyed property
  - B the tornado went from Kansas to California
  - C the tornado rained itself out
  - D the tornado realized that it would not be easy to get Bill off its back

- 2** Once Bill decided to ride a tornado, the **next** thing he did was
- A go to Kansas to find a real tornado
  - B wait until he found the right tornado to ride
  - C push a tornado down so he could ride it
  - D got on the back of the tornado

- 3** Prior to the tornado realizing that it could not shake Bill off its back
- A Death Valley got its name
  - B the tornado rained itself out
  - C the tornado traveled to California
  - D the tornado twisted and turned

- 4** Pecos Bill became famous **after**
- A he rode a tornado
  - B Death Valley was named
  - C he became a bronco rider
  - D he went to Kansas

- 5** In recalling this story, it is believed that
- A Bill was ashamed by his actions
  - B this was the only time Bill was ever thrown from a ride
  - C Bill decided to stick to riding broncos
  - D it probably never really happened

# Drawing Conclusions and Making Inferences

Often you will be asked to draw conclusions and make inferences. To do so, you must first understand what is meant by *drawing a conclusion* and *making an inference*.

## Definition

**Drawing a conclusion or making an inference** is coming to an understanding or belief based on information that has been given to you (in this case, in a written passage). The conclusion or inference is never stated.



## Language to Look For



### Drawing-Conclusion-or-Inference Questions

There are many ways you will be asked to draw conclusions and make inferences. Here is a list. Each time a question or response is phrased in this way, you will know that it is a drawing-conclusion-or-inference question.

- What conclusion can you draw?
- What can you infer from . . . ?
- What inference can be drawn from . . . ?
- We can conclude that . . .
- What probably happened?
- What is the main problem?
- Therefore, we can expect . . .
- Why did the character behave as she (or he) did?
- How do you think the character will feel or react?
- We can generalize that . . .
- The most important thing . . .
- Most likely . . .



## Strategies for Responding



There are many different things you need to think about that will help you draw conclusions or make inferences.

- When you are asked to draw a conclusion or make an inference, look for the information in the passage you think is related to the question. Remember, the conclusion or the inference will **not** be stated but will be based on the related information that you were given.
- Look for key words. Key words or phrases signal that a conclusion or an inference is called for. Key words include: *therefore*, *probably*, *we can conclude*, *as a result*, *we can infer*, *we can generalize that*, *and so*, *most likely*, and *thus*.
- Ask yourself, “Does this event happen all or most of the time?”



## Directions

Read the selection below about Elizabeth Blackwell, whose determination opened the door for women in the field of medicine. Then answer questions 1 through 4 on page 65.

# Leading the Way

The year was 1844. Elizabeth Blackwell was in a rush to finish her chores. She was eager to get to the home of her good friend, Mary Donaldson, who was very ill. Elizabeth spent many hours visiting Mary, and taking care of her during her long illness.

“It is such a comfort to have a woman take care of me. If only there were *women* doctors,” sighed Mary.

Mary’s next words changed the course of Elizabeth’s life.

“Why don’t *you* become a doctor, Elizabeth?”

A woman doctor! There were no women doctors in all of the United States.

“Why not?” exclaimed Mary. “You have always been a wonderful student. You have mastered your Latin and Greek, and excelled in mathematics. Why not study medicine?”

Elizabeth began considering the notion of becoming a doctor. What medical school would accept a woman? Everyone whom Elizabeth spoke to for advice told her that she was foolish even to try. But once this idea took root, Elizabeth would not give up.

Elizabeth worked as a piano teacher for two years to save enough money for school and books. Then she began applying for admission to medical schools. Most schools would not even consider admitting a woman. Undeterred by the great number of rejection letters she received,

Elizabeth persevered.

One day, a small college located in upstate New York decided to let the students in their school—all of them male—make the decision.

A vote was taken. As a joke, many of them voted yes. The votes were counted. To everyone’s surprise Elizabeth Blackwell was admitted!

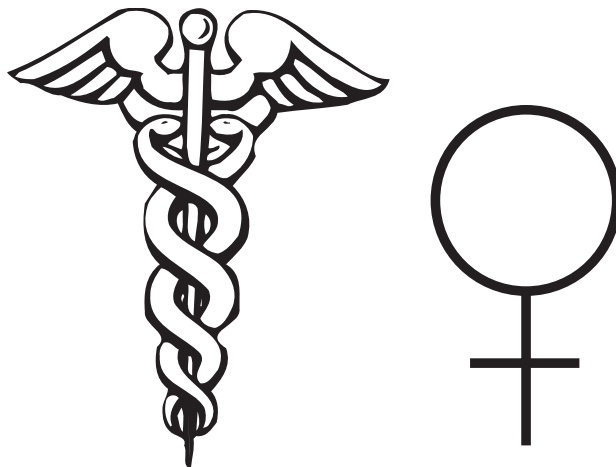
Elizabeth was an outstanding student. She graduated at the head of her class, and thus became America’s first woman doctor.

While Elizabeth faced many challenges in her career, she went on to become a successful and respected doctor. She offered free treatment to patients who could not afford medical care. And she helped other women who were also interested in becoming doctors. She even established the New York Hospital for Women and Children, located in New York City.

Today, more than 25 percent of all doctors are women. Each year the number of women doctors continues to rise. It is Elizabeth Blackwell who led the way for today’s women in medicine.



- 1** From the information in this passage, you can **conclude** that
- A women prefer women doctors
  - B medical schools now accept female students
  - C women are smarter than men
  - D women make better doctors than men
- 2** Based on the information from the passage, you can **infer** that
- A Elizabeth was popular
  - B Elizabeth was wealthy
  - C Elizabeth was timid
  - D Elizabeth was strong-willed
- 3** Based on information from the passage, you can **conclude** that
- A Elizabeth's parents were proud of her
  - B Elizabeth had many friends
  - C the medical school regretted admitting Elizabeth
  - D Elizabeth's fellow students did not expect her to succeed
- 4** Based on what you have read, you can **assume** that
- A in the future there will be no men doctors
  - B women make better doctors than men
  - C the number of women doctors will increase
  - D men will not go to women doctors



## Directions

Read the passage below about a period in our history that was very different from the America that we know today. Then answer questions 1 through 5 on page 67.

# Seeking Independence

These are exciting times in Massachusetts, as it is in the other colonies. I know that when I come upon these writings many years from now, they will be among my most valued possessions.

The men have already left for Philadelphia to decide what to do about the unfair laws and taxes that are being imposed upon us. I was enjoying afternoon tea with my dear friend Abigail, when she told me that she had received a letter from her husband, John. He had written that some of the men at the town meeting had argued that the solution to our problems was to rid ourselves of English rule, and to become independent. In fact, John wrote that he agrees with these men. When I asked Abigail how she felt about this drastic action, she replied that she, too, thinks it is a good idea, though she knows that winning independence will be a difficult struggle.

I could see that something was disturbing Abigail. I asked for a second cup of tea, although this was a bit of an extravagance now that King George had placed such high taxes on tea. As Abigail served, I asked her if anything was on her mind.

“I am devoted to John, and am proud to be Mrs. Adams, but I am sorely disappointed on the position that John has taken on the independence of women in this new land.”

I did not understand what my friend meant by “the independence of women.” Abigail continued on and explained.

“John dreams of a land where there are many freedoms for American men. The men in Philadelphia make no mention of such rights for

American women. And when I bring up this issue, John merely laughs at me and says that I am not to trouble myself with such ideas, that women already have all the power they need. He makes jokes about the very idea of American women having the right to vote.”

I have been thinking about what Abigail said. I know my friend well, and know that she will always be a loyal wife, and at Mr. Adams’ side. But my rights, and the rights of other women are important to Abigail, also. I know, too, that Abigail is not one to give up on such an important idea as freedom for all . . . men *and* women.



- 1** Based on what you have read, you can **infer** that this passage was written as
- A a journal entry
  - B a newspaper article
  - C a legend
  - D an editorial
- 2** From information given in the passage we can **conclude** that the author is
- A Abigail's brother
  - B Abigail's imaginary friend
  - C a woman
  - D a casual acquaintance
- 3** Based on what you have read, you can **assume** that Abigail will **most likely**
- A obey her husband and give up the notion of independence for American women
  - B remain angry with John
  - C continue the fight for women's rights
  - D laugh along with John when he teases her
- 4** The content of this passage is **best** described as
- A folklore
  - B historical fiction
  - C science fiction
  - D autobiography
- 5** You can **infer** that the author
- A had not given much thought to the issue of women's rights before her afternoon tea with Abigail
  - B disagreed with Abigail wholeheartedly
  - C was only concerned with the rights of men
  - D did not think that the events taking place in Massachusetts were particularly noteworthy

## Directions

Read the passage below about problems with freshwater. Then answer questions 1 through 3 on page 69.

# Troubled Waters

Clean water is the single most essential resource for the well-being of humans, plants, and animals. We need water to support life on our planet. Only one percent of the world's water is readily available for human use. These uses include agriculture, industry, domestic purposes, and drinking water. According to the United Nations, one-third of the world's population lives in countries where there is "water stress."

More than one billion people worldwide do not have access to clean drinking water. Three times as many people do not have enough water to ensure adequate sanitation. This results in the population suffering from diseases that come from contact with polluted waters.

water stress =  
a state in which the  
demand for water is  
greater than the supply  
of water for living things

Despite this obvious need, we continue to waste water in different ways. Did you know that the United States was rated the most wasteful user of water according to the first Water Poverty Index? Just think about how many times you have left the tap running, or failed to stop a leak. Consider that a faucet that drips 160 drops per minute will lose six gallons of water a day.

Many things can be done to protect this valuable resource. These include a number of commonsense solutions. Here is a short list of some water-saving tips you can practice at home.

- Always repair any water leaks.
- Only run a load of laundry when you have a full load.
- Do not use drinking water for tasks such as washing the car.
- Never pour water down the drain when you can reuse it for other purposes.
- Do not fill the tub to the top.
- Do not use the toilet as a garbage disposal by throwing unwanted material into the toilet to be flushed.
- Do not run water to melt ice or frozen foods.

These are just a few water-saving tips until we find a complete solution to the problem of water stress. These tips will help to lessen the problem, but more effective water management is still a necessity.

As the world population continues to increase, the demand for clean drinking water will also increase. It is important to practice conservation so that there will always be sufficient, affordable, and clean water for people, animals, and the environment.



**1** According to this passage you can **infer** that

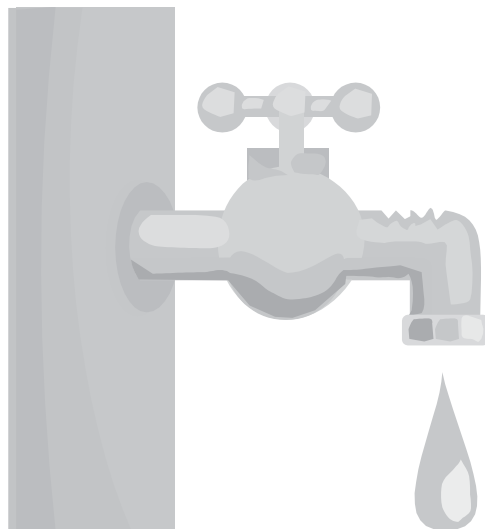
- A soon we may run out of clean water
- B the United States saves more water than most other countries
- C controlling domestic use of water will solve the problem
- D all diseases come from polluted water

**2** As the world population increases, you can **assume** all of the following **except**

- A conservation will become much more important
- B if nothing is done, more people will get sick
- C the United States needs to waste less water
- D the water problem will be solved if we practice better conservation at home

**3** According to this passage, you can **presume** the following:

- A water is expensive
- B without water for sanitary use, more people will get sick
- C people will find other ways to get water
- D scientists will find a solution to this problem





# Interpreting Figurative Language

Authors often use figurative language to make their writing more interesting. To understand figurative language, you need to become familiar with **similes**, **metaphors**, **idioms**, and **personification**. Read the following definitions to acquaint yourself with these terms.

## Definitions

- A **simile** describes something by **comparing** it with something else. Similes use the words **like** or **as**. You can think of the simile as the ~ sign in mathematics. (Not all phrases using “like” or “as” are similes, though. The phrase must be used to suggest the similarity between two different things.)

Example: **She is *like* a doll.**

- A **metaphor** is more direct than a simile. It describes something by *calling it* something else. In a metaphor, two different things aren’t just said to be similar, they are said to be the same. You can think of a metaphor as the = sign in mathematics.

Example: **She *is* a doll.**

- An **idiom** is an expression or phrase that means something different from what it appears to mean. Idioms can be confusing for those learning a language.

Example: **It’s time for us to hit the road.**

- **Personification** represents an idea or thing as having human qualities or human form.

Example: **Justice is blind.**





## Language to Look For



### Figurative Language Questions

Figurative language questions may be asked in many different ways.

- In this sentence the author says \_\_\_\_\_ is like \_\_\_\_\_. (**simile**)
- In this sentence the author says \_\_\_\_\_ is a \_\_\_\_\_. (**metaphor**)
- The expression \_\_\_\_\_ really means \_\_\_\_\_. (**idiom**)
- Which of these descriptions most makes \_\_\_\_\_ seem like a person? (**personification**)



## Strategies for Responding



### Figurative Language Questions

Often authors use special ways to express their ideas. They may make comparisons; give human traits to animals, things, or ideas; or use special language. Sometimes authors play with words, or arrange words in a specific order.

#### Simile

- Look at the sentence that contains the word *like* or *as*.
- Identify the two things being compared on either side of the word *like* or *as*.
- Ask yourself why the author is comparing these two things.

#### Metaphor

- Identify the two things that are being compared.
- Remember these two items may not *seem* to be alike.
- Ask yourself why the author is equating these two things.

#### Idiom

- As you read, find the phrase that seems *not* to make sense in context.
- Examine the phrase to understand what it means in relation to the whole passage.

#### Personification

- Identify which idea, thing, or nonhuman character is described as or is behaving like a human being.
- Ask yourself why the author chose this idea, thing, or character to personify.

## *Directions*

Read the poem below by William Wordsworth. Then answer questions 1 through 6 on pages 73 and 74.

# *Daffodils*

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the Milky Way,  
They stretch'd in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed—and gazed—but little thought  
What wealth the show to me had brought:

jocund =  
jolly or merry

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

—William Wordsworth



**1**

Read the following line from the poem.

**I wandered lonely as a cloud**

This is an example of

- A** a metaphor
- B** alliteration
- C** personification
- D** a simile

**2**

Read the following line from the poem.

**Tossing their heads in sprightly dance**

This is an example of

- A** a metaphor
- B** personification
- C** a stanza
- D** alliteration

**3** Read these two lines from the poem.

**And then my heart with pleasure fills,  
And dances with the daffodils.**

These lines are an example of

- A a couplet
- B a stanza
- C free verse
- D rhythm

**4** This poem contains all of the following elements **except**

- A simile
- B personification
- C rhyme
- D metaphor

**5** This poem is organized in

- A free verse
- B stanzas
- C prose
- D haiku

**6** Read this line from the poem

**The waves beside them danced;**

Describing the waves in this fashion is an example of

- A simile
- B personification
- C rhyme
- D metaphor