

## Thinking KAP



Look at the questions below. Circle the questions that you could easily look up the answer to in a book or on the Internet.

1. How many miles is the earth from the sun?
2. What would happen if we found out the sun was going to stop shining in 50 years?
3. How do most people feel when they look down on the city of Paris from atop the Eiffel Tower?
4. How many years did it take to build the Eiffel Tower?
5. What qualities does it take to be a successful professional athlete?
6. Who holds the record in Major League Baseball for the most regular-season home runs?

# Lesson A: Detail Questions

## Teacher's Note

Consider using a variety of reading configurations when you read text with students throughout the unit. You may wish to read the text aloud yourself or to have students take turns reading the text aloud. Alternatively, you may wish to have students read together in pairs or small groups. Another option is to have students read silently to themselves.

## Task

As an introduction to detail questions, students will identify questions that could be answered solely by research.

## Delivery

*Have students complete the Thinking KAP activity independently.*

Alternatively, you may choose to have students complete this activity in pairs.

*Lead a discussion about using research to answer questions.*

Have students share their responses to the activity. The discussion should be guided by student responses, but you may wish to address the following points.

- The questions that students circled are straightforward and factual. Answering them is a matter of doing some simple research.
- The questions that students did not circle require not only research but also reasoning.

## Thinking KAP: Answers

Questions 1, 4, and 6 could easily be answered by looking in a book or on the Internet.

## Moving On

*“On the ACT Reading Test, you will see a variety of types of questions. Detail questions are the only type for which you will use research alone, rather than research and reasoning.”*

# Strategy Instruction



## Detail Questions

Detail questions ask you about specific points in the passage. What makes detail questions easy to answer is that the answers to the questions appear directly in the passage. What makes this type of question difficult to answer is that there are lots of details in the passage to choose from.

*keep in mind*

Detail questions represent about 1/3 of all questions on the ACT Reading Test. You should expect to see 13 or 14 of them per test.

### Identifying Detail Questions

Detail questions will normally give you enough clues that, if you use your notes, you will know where to find the answers in the passage. You can identify detail questions by looking for concrete references to the passage in the question stems. Detail questions will sometimes provide additional help by referring to a specific line, sentence, or paragraph—beware, though, not every question with a line reference is a detail question. Some detail questions use the word NOT or the word EXCEPT. Others include lists with Roman numerals. The following are common phrases indicating detail questions:

- According to the author ...
- According to the passage ...
- In the passage ...
- In the third paragraph, the author states ...

### Try It Out!



Read the question stems below. Circle the detail questions.

1. The central purpose of the passage is to:
2. According to the passage, art most likely began:
3. As it is used in line 6, *secure* most nearly means:
4. In the second paragraph (lines 10–12), the author states that arms were decorated as a way of:
5. The last paragraph mentions famous artists in order to show how arms making:
6. Which of the following is NOT used in the passage as an example of the interplay between artistry and weaponry?

A

## Task

Students will identify detail questions.

## Delivery

### ***Discuss question type.***

Remind students that they learned about specific question types in Unit 2. In Units 3 and 4, they will explore each question type in depth and will learn specific strategies for each.

### ***Introduce detail questions.***

Read the first paragraph of text with students. Emphasize that the answers to detail questions will be found directly in the passage. Direct students' attention to the Keep In Mind tip, which alerts them to the number of detail questions they should expect to see on the ACT Reading Test.

### ***Discuss characteristics of detail questions.***

Read the paragraph of text about identifying detail questions and the examples that follow with students. Emphasize that detail questions refer to the passage in a concrete way—i.e., by asking about something stated in the passage or by referring to a specific part of the passage.

### ***Guide students through the Try It Out exercise.***

Read the directions with students. Then read each question and have students decide whether or not it is a detail question. Have them consider whether or not it makes a concrete reference to the passage and whether or not it uses one of the phrases that indicate detail questions. You may even wish to have students underline such phrases. If needed, remind students that a line reference alone does not make a detail question.

### **Teacher's Note**

The vast majority of detail questions on the ACT Reading Test begin with the phrase "According to the passage...."

## Try It Out: Answers

Questions 2, 4, and 6 are detail questions.

## Moving On

*"Now let's look at the strategy you will use to answer detail questions."*

## Answering Detail Questions

In the Thinking KAP activity, you circled the questions you could easily look up the answer to in a book or on the Internet. The questions you circled were similar to detail questions on the ACT Reading Test in that you could do research to find the answers. Detail questions are the only question type on the ACT for which you can find the answer solely by doing research—you will be able to find the answers stated directly in the passage. The other types of questions on the ACT will require you to use not only research, but also reasoning.

During Step 3 of the 3-Step Method for ACT Reading Comprehension, you will find the important information you need to answer the question. For detail questions, you will do research to find specific support for the correct answer choice. You will use **Track It Down**.

### Track It Down

- **Track down** and **reread** the part of the passage that contains the answer.
- **Point out** the important information.

First you must track down the spot in the passage where you will find specific support for the correct answer. When a question gives you a specific line or paragraph number, it's easy to track it down. When the question does not tell you where to look for the answer, use your summary statements like a table of contents—they will help you identify the paragraph that contains the answer. Next, you should reread the lines or paragraph containing the answer.

Finally, physically place your finger on the important information. Pointing it out will save you time as you go back and forth between the passage and the question.

### Predicting with Detail Questions

After you use Track It Down, remember to make a prediction based on the text you have read. With detail questions, your prediction may be a direct quote from the passage itself. Remember, you are researching, not reasoning!

*keep in mind*

With each detail question, you should be able to put your finger on a specific part of the passage that will lead to the correct answer.

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## Task

Students will learn a strategy for answering detail questions.

## Delivery

### ***Discuss how to answer detail questions.***

Read the first paragraph of text with students. Emphasize that detail questions are the only questions on the ACT Reading Test for which students can rely solely on research. For others, they will need to do research *and* use reasoning.

### ***Introduce Track It Down.***

Read the second paragraph of text with students. Remind students of the 3-Step Method for ACT Reading Comprehension. Emphasize that by using Track It Down, students will find the important information that they need in order to answer the questions in Step 3 of the method. Read the strategy and the two explanatory paragraphs of text below it.

Explain the difference between *finding* the important information and *pointing* to it. For example, in the first step of Track It Down, students will find where the important information is located by using either a reference in the question stem or their summary statements. Then, students will reread that part of the passage. In the second step of Track it Down, students will point to the specific information needed to answer the question. Direct students' attention to the Keep In Mind tip and emphasize the importance of physically pointing to the important information for speed and accuracy when answering detail questions.

### ***Discuss using Predicting with detail questions.***

Read the paragraph of text about Predicting with students. Emphasize that a prediction for a detail question should be based on the text; in fact, it may be a near-direct quotation of the text.

## Moving On

*“Now let’s try using Track It Down and Predicting for a detail question.”*

### Try It Out!

Read the excerpted passage about sunspots. Then use Track It Down and Predicting to answer the detail question.

Sunspots are poorly understood. Observations have revealed that the swirly smudges represent areas of intense magnetic activity where the sun's radiative energy has been blocked, and that they are considerably cooler than bright regions of the sun. Scientists have not been able, however, to  
5 determine just how sunspots are created or what effect they have on the solar constant (a misnomer that refers to the sun's total radiance at any instant).

The latter question, at least, now seems to have been resolved by data from the Solar Maximum Mission satellite, which has monitored the solar constant since 1980, the peak of the last solar cycle. As the number of  
10 sunspots decreased through 1986, the satellite recorded a gradual dimming of the sun. Over the past year, as sunspots have proliferated, the sun has brightened. The data suggest that the sun is 0.1 percent more luminous at the peak of the solar cycle, when the number of sunspots is greatest, than at its nadir, according to Richard C. Willson of Jet Propulsion Laboratory and Hugh  
15 S. Hudson of the University of California at San Diego.

The data show that sunspots do not themselves make the sun shine brighter. Quite the contrary. When a sunspot appears, it initially causes the sun to dim slightly, but after a period of weeks or months, islands of brilliance called faculas usually emerge near the sunspot and more than compensate  
20 for its dimming effect. Willson says faculas may represent regions where energy that is initially blocked beneath a sunspot finally breaches the surface.

Keep in mind

Detail questions usually contain tempting wrong answer choices that distort or misuse details from the passage.

Main Idea: \_\_\_\_\_

Author's Purpose: \_\_\_\_\_

1. According to the passage, scientists looking at data from the *Solar Maximum Mission* (line 8) have discovered which of the following about the relationship between sunspot activity and solar luminosity?

Track down and reread the part of the passage that contains the answer.

Point out the important information.

Prediction: \_\_\_\_\_

- A. At the peak of sunspot activity, the solar constant decreases in magnitude.
- B. At the peak of sunspot activity, the solar constant increases in magnitude.
- C. At the low point of sunspot activity, the sun is 0.1 percent brighter than it is at the peak of such activity.
- D. Scientists have yet to demonstrate a relationship between sunspot activity and solar luminosity.

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## Task

Students will use Track It Down and Predicting to answer a detail question.

## Delivery

**Guide students through the Try It Out exercise.**

Read the directions with students. Read the passage with students and have students write and share summary statements for each paragraph after it has been read. Have students write and share the main idea and the author's purpose. Let students know that even though they are answering a detail question for this passage, it is still important to use Question the Author to gain an understanding of the passage as a whole. Then guide students through the steps of Track It Down and Predicting:

- Track down and reread the part of the passage that contains the answer—The line reference in the question stem should lead students to paragraph 2.
- Point out the important information—Help students to find and point to the second and third sentences. Explain to students how the important information is not located on the exact line number referenced in the question stem. This is common for detail questions.
- Predict—Help students to paraphrase the second and third sentences. If needed, remind them that their predictions should be based on the text.

## Try It Out: Sample Answers

Summary Statement: Scientists know what sunspots are but not how created or effects on sun's radiance.

Summary Statement: New info from satellite mission shows sun is brighter when there are more sunspots.

Summary Statement: Sunspots make sun dimmer, but faculas that appear near them overcompensate, make sun brighter.

Main Idea: Recent research shows how sunspots affect the sun's radiance.

Author's Purpose: to discuss the relationship between sunspots and the sun's radiance

1. B.

Prediction: As sunspots decline, sun dims. As sunspots increase, sun brightens.

## Moving On

*“Now let's learn about how to answer specific kinds of detail questions.”*

## Eliminating with Specific Kinds of Detail Questions

There are two specific kinds of detail questions for which you will need to use Eliminating rather than Predicting—NOT and EXCEPT questions and Roman numeral questions. NOT and EXCEPT questions ask you to identify the answer choice that is *not* true, so you will not be able to make a prediction. For these questions, you will still use Track It Down. However, you will base your research on the answer choices rather than on the question stem. After you read the question stem, read each answer choice and track it down. Eliminate answer choices that you find to be supported as true in the passage. The one answer choice that you cannot track down and verify as true is the correct answer choice.

Roman numeral questions list three numbered statements. You must select the answer choice that lists the statements that are true. For these questions, you will still use Track It Down. However, instead of making a prediction, you will use the important information to determine whether each numbered statement is true or false. You will then eliminate answer choices that include false numbered statements.

### Try It Out!



Look at the questions below and refer back to the passage about sunspots on page 104. Use Track It Down and Eliminating to answer each question.

1. Which of the following is NOT cited as an aspect of sunspots or sunspot activity?
  - A. Sunspots represent areas of strong magnetic activity.
  - B. Sunspots themselves are cooler than bright areas of the sun.
  - C. The number of sunspots declined from 1980 to 1986.
  - D. Islands of brilliance, known as *faculas*, cause sunspots to emerge.
  
2. According to the passage, scientists studying data from the *Solar Maximum Mission* satellite have discovered which of the following?
  - I. How sunspots are created
  - II. How the number of sunspots affects the solar constant
  - III. Why the number of sunspots began to increase after 1986
  - F. I only
  - G. II only
  - H. I and II only
  - J. I, II, and III

keep in mind

The correct answer choice will not always be a word-for-word match to the text. Look for answer choices that are synonymous with the text.

A

## Task

Students will use Track It Down and Eliminating to answer specific types of detail questions.

## Delivery

### ***Introduce specific kinds of detail questions.***

Read the first two paragraphs of text with students. Emphasize that students will use Track It Down for NOT and EXCEPT and Roman numeral questions. However, they will use Eliminating, rather than Predicting, because it is difficult to make predictions for these kinds of detail questions. Make sure students understand that for NOT and EXCEPT questions, students will track down each *answer choice* and will eliminate those answer choices that they can verify as true in the passage.

### ***Guide students through the Try It Out exercise.***

Read the directions with students. For Question 1, students will find that the important information is contained throughout the text. This will occasionally be the case with NOT and EXCEPT detail questions. Students should be able to use their notes to track down and to eliminate (A), (B), and (C) as true according to the text. Direct students' attention to the Keep In Mind tip, and let them know that this is the case for (A), (B), and (C), where each answer choice is true but is not a verbatim replica of the information as stated in the passage. For Question 2, students should track down the important information in paragraph 2. They should conclude that I and III are opposites and are therefore false. Then students should eliminate answer choices that include those numbers.

### **Teacher's Note**

You may wish to introduce students to a time-saving device for Roman numeral questions. Students can look at the answer choices first and can find a Roman numeral that appears twice (e.g., II in Question 2). They should determine whether or not to eliminate that Roman numeral statement first. If it is false, then students often only have to evaluate one additional Roman numeral statement.

## Try It Out: Answers

1. D.
2. G.

## Moving On

*“Now let's practice using Track It Down and Predicting or Eliminating together.”*



## The 3-Step Method for ACT Reading Comprehension



### **STEP 1: Read actively.**

- **Summarize each paragraph.**
- **Question the Author.**



### **STEP 2: Examine the question stems.**

- **Identify the question type.**
- **Determine the correct strategy.**



### **STEP 3: Answer the questions.**

- **Find the important information.**
- **Predict and eliminate.**

A

#### Track It Down

- **Track down** and **reread** the part of the passage that contains the answer.
- **Point out** the important information.

## Guided Practice

***Briefly review the main concepts from this lesson.***

Ask a student to summarize what the class has learned. You may wish to use the board or chart paper to record these ideas.

There are several recommended ways to present the Guided Practice passage and questions, as listed below. However you choose to deliver this section, be sure to emphasize the systematic and strategic thinking that will help students succeed on Test Day.

1. Model expert reading comprehension strategies by giving students a window into your thought process. Think aloud as you work through the questions.
2. Balance teacher and student interaction by modeling how to approach the first question, then inviting students to take a more active role in approaching the next one.
3. Allow students to guide you through the systematic approach to the reading comprehension strategies they have learned. You can serve as a scribe, recording the ideas of the class and facilitating students' thought processes.

### **Teacher's Note**

**In this portion of the lesson, it is critical that you model and reinforce systematic and strategic thinking. Be sure to follow the 3-Step Method for ACT Reading Comprehension. Also, be sure to model the strategies suggested by the reference text. Although there is always more than one way to approach a test question, the questions in each Guided Practice are designed as vehicles for specific strategies in this lesson.**

**Read the text below and answer the following questions.**

**Passage I**

**NATURAL SCIENCE:** This passage from a textbook about the solar system discusses research examining the possibility of life on Mars.

When the first of the two Viking Landers touched down on Martian soil on July 20, 1976, and began to send camera images back to Earth, the scientists at Jet Propulsion Laboratory could not suppress a certain nervous anticipation, like people who hold tickets to a lottery that they have a one-in-a-million chance of winning. The first photographs that arrived, however, did not contain any evidence of life. What was revealed was merely a barren landscape littered with rocks and boulders. The view resembled nothing so much as a flat section of desert. In fact, the winning entry in a contest at J.P.L. for the photograph most accurately predicting what Mars would look like was a snapshot taken from a particularly arid section of the Mojave Desert.

The scientists were soon ready to turn their attentions from visible life to microorganisms. The twin Viking Landers carried experiments designed to detect organic compounds. Researchers thought it possible that life had developed on early Mars just as it is thought to have developed on Earth, through the gradual chemical evolution of complex organic molecules. To detect biological activity, Martian soil samples were treated with various nutrients that would produce characteristic by-products if life forms were active in the soil. The results from all three experiments were inconclusive. In the fourth experiment, a soil sample was heated to look for signs of organic material, but none were found—an unexpected result because scientists thought organic compounds from the steady bombardment of the Martian surface by meteorites would be present.

The absence of organic materials, some scientists speculated, was the result of intense ultraviolet radiation penetrating the atmosphere of Mars and destroying organic compounds in the soil. Although Mars' atmosphere was at one time rich in carbon dioxide and thus thick enough to protect its surface from the harmful rays of the sun, the carbon dioxide had gradually left the atmosphere and been converted into rocks. This means that even if life had gotten a start on early Mars, it could not have survived the exposure to ultraviolet radiation when the atmosphere thinned. Mars never developed a protective layer of ozone as Earth did.

50 Despite the disappointing Viking results, there are those who still believe in the possibility of life on Mars. They point out that the Viking data cannot be considered the final word on Martian life because the two landers only sampled 55 limited—and uninteresting—sites. The Viking landing sites were not chosen for what they might tell of the planet's biology. They were chosen primarily because they appeared to be safe for landing a spacecraft. The landing sites were 60 on parts of the Martian plains that appeared relatively featureless from orbital photographs.

The type of terrain that these researchers suggest may be a possible hiding place for active life has an earthly parallel: the ice-free region of 65 southern Victoria Land, Antarctica, where the temperatures in some dry valleys average below zero. Organisms known as endoliths, a form of blue-green algae that has adapted to this harsh environment, were found living inside certain 70 translucent, porous rocks in these Antarctic valleys. The argument based on this discovery is that if life did exist on early Mars, it is possible that it escaped worsening conditions by similarly seeking refuge in rocks. Skeptics object, however, 75 that Mars in its present state is simply too dry, even compared with Antarctic valleys, to sustain any life whatsoever.

A

## Guided Practice



### **STEP 1: Read actively.**

#### ■ **Summarize each paragraph.**

“To get the most possible from my reading of the text, I will summarize each paragraph as I read.”

lines 1-16: 1st pics of Mars showed it to be barren like a desert.

lines 17-35: Studies of Martian soil to detect microorganic life weren't successful.

lines 36-49: Intense UV radiation is probably reason no life has been found.

lines 50-61: Some people: mission happened to land in areas were life wasn't likely.

lines 62-77: A region of Antarctica shows how life *could have* survived on Mars.

#### ■ **Question the Author.**

“I will use Question the Author to identify the main idea and the author's purpose. Often, the introduction at the top of a passage gives me a good sense of the main idea. I will reread it before I identify the main idea.”

Main Idea: There has been research into and debate about the possibility of life on Mars, but no evidence of life has been found as of yet.

Author's Purpose: to discuss the research into and debate about life on Mars

1. According to the passage, the fact that the carbon dioxide on Mars “had gradually left the atmosphere and been converted into rocks” (lines 43-44) resulted in:

**Track down and reread the part of the passage that contains the answer.**

**Point out the important information.**

**Prediction:** \_\_\_\_\_

- A. radiation that was the cause of the destruction of all life on Mars.
- B. an atmosphere unable to protect the planet from intense ultraviolet radiation.
- C. an atmosphere thick enough to protect Mars’ surface from the harmful rays of the Sun.
- D. the development of a protective layer of ozone much like the one on Earth.

A

## Guided Practice



### **STEP 2: Examine the question stems.**

#### ■ **Identify the question type.**

Restate: What happened after carbon dioxide left Mars' atmosphere and turned into rocks?

Question Type: detail (narrow)

#### ■ **Determine the correct strategy.**

"Since this is a detail question, I will use Track It Down and Predicting."



### **STEP 3: Answer the questions.**

#### ■ **Find the important information.**

Track down and reread the part of the passage that contains the answer: "The line reference in the question stem shows me that the answer to this question will be located in paragraph 3."

Point out the important information: "The second sentence discusses how carbon dioxide was helpful in protecting Mars from the sun."

#### ■ **Predict and eliminate.**

"I predict the answer will be something like, 'Mars isn't protected from the sun anymore.'"

## Guided Practice: Answers

### 1. B. Detail

**The third paragraph discusses Mars' atmosphere. The second sentence states that "Mars' atmosphere was at one time rich in carbon dioxide and thus thick enough to protect its surface from the harmful rays of the sun."**

**Prediction:** Mars isn't protected from the Sun anymore.

- A. Distortion; according to the passage, scientists speculate that organic materials are destroyed by intense radiation, not any life on the planet.
- C. Opposite; the quotations discussed above show that the atmosphere is no longer thick enough to protect Mars' surface.
- D. Distortion; the last sentence in paragraph 3 says, "Mars never developed a protective layer of ozone as Earth did."

2. Each of the following is discussed as an action performed by a Viking Lander on Mars EXCEPT:

**Track down and reread the part of the passage that contains the answer.**

**Point out the important information.**

**Eliminate the answer choices that are supported as true in the passage.**

- F. taking photographs of the surface.
- G. treating the soil with nutrients.
- H. heating a soil sample.
- J. taking samples from translucent, porous rocks.

A

## Guided Practice



### **STEP 2: Examine the question stems.**

■ **Identify the question type.**

Restate: Which answer choice is not something that the Viking Lander did on Mars?

Question Type: detail (narrow)

■ **Determine the correct strategy.**

“Since this is an EXCEPT detail question, I will use Track It Down and Eliminating.”



### **STEP 3: Answer the questions.**

■ **Find the important information.**

Track down and reread the part of the passage that contains the answer: “Since this is an EXCEPT question, I will look at each answer choice and will track it down in the passage.”

Point out the important information: “I can point to information that matches (F) in line 3, that matches (G) in lines 25-26, and that matches (H) in line 30.”

■ **Predict and eliminate.**

“I can’t make a prediction for an EXCEPT question. I will use Eliminating to cross out answer choices that are supported as true in the passage.”

## Guided Practice: Answers

2. J. Detail

**(J) is a distortion. The last paragraph discusses translucent, porous rocks that exist in Antarctica on Earth. The Viking Landers did not sample such rocks on Mars.**

- F. In the first paragraph, line 3, the passage states that the first Lander sent “camera images back to Earth.”
- G. Lines 25-26 states, “Martian soil samples were treated with various nutrients.”
- H. Line 29-30 states, “In the fourth experiment, a soil sample was heated.”

## Shared Practice



- Use the 3-Step Method for ACT Reading Comprehension—including Track It Down and Predicting or Eliminating—for the passage and questions below.

### Passage II

SOCIAL SCIENCE: The following passage is an adapted excerpt from “Gossip and the Evolution of Language” by Duncan Pauleta.

Gossip has always gotten bad press. The word suggests idleness, malice, and tale-telling. But can gossip be a useful educational tool? Can it be a method of truth seeking? This is how many scientists have started to see gossip. Research now points to gossip’s importance in the growth of human societies and the development of language.

For many years the question of how and why humans first learned to speak has been a puzzle. In 1998, researchers studying fossils found that the hole in the skull that allows nerves to connect with tongue muscles was big enough to allow speech 400,000 years ago. So humans may have started speaking much earlier than anyone thought.

Early speech was probably slower and simpler than modern speech. But what did our ancestors chat about? According to psychologist Robin Dunbar, the answer to this question could explain how the unique situation of humans among the world’s species contributed to the development of language.

Around the time early humans were developing the ability to speak, they were migrating to new areas. Facing new dangers, our ancestors started to live together in larger groups. Scientists have noted that species living in big groups have bigger brains. In any large grouping, it is crucial for an individual to form a network of bonds with others in the group. This necessity may be the spur for greater brain development.

Dunbar believes that humans had to learn to speak in order to adapt to life in larger groups. Studies of primate behavior show that a key way in which monkeys and apes develop social bonds is through grooming. Primates may spend as much as one-fifth of each day combing through each other’s hair with their fingers and picking

out bits of twig and insects. Grooming is not just about health and hygiene. It is a way of showing friendship and loyalty. It releases the body’s natural stress-reducing chemicals. Monkeys’ and apes’ “grooming partners” often come to each other’s aid when they are in danger.

Yet once humans started living in groups of 150 or more, a quicker method of bonding than grooming was needed. According to Dunbar, speech was our response to this need. And the prime function of speech was not to discuss the best hunting ground or dangers from prey, but to gossip. “If being human is all about talking,” Dunbar says, “it’s the tittle-tattle of life that makes the world go round.”

Early humans probably talked about topics that are surprisingly familiar to modern ears: who was behaving well or badly, who was in a dispute, who was “courting” whom, the weather, families, sickness, and health.

Social scientists believe that gossip has many redeeming qualities in the present age, too. According to the new thinking, gossip teaches us how to live in the culture we belong to, and how to adhere to, or test, our society’s rules. Gossip works by narrative—it tells stories about other people and their experiences that everyone can learn from.

One anthropologist analyzed the conversations of a male rowing team as they drove to practice each morning. A flurry of negative gossip arose when a new member joined the team and repeatedly skipped practice. The gossip stigmatized the lazy team member, but it also underpinned the strength of the team. The men began talking a lot about good team members, telling positive stories, and reinforcing their own senses of purpose.

Gossip can be useful for college students. In one study, students were asked to report gossip they had heard. Sixty-four percent said that they had learned something from the stories. Another study showed that in about 54 percent of cases the reason for telling a gossipy story was “truth

## Shared Practice

***Call students' attention to the strategy prompt at the top of the page.***

Remind students to use the 3-Step Method for ACT Reading Comprehension—including Track It Down and Predicting or Eliminating—for the passage and questions.

***Have students work together in pairs or small groups.***

Give students approximately 10 minutes to complete the Shared Practice.

***As students work, observe and assist when necessary.***

Circulate and assess students' progress. Provide support for students who may be having difficulty. In particular, watch to see if students are doing the following:

- using the 3-Step Method for ACT Reading Comprehension
- using Track It Down to find and reread the part of the passage that contains the answer
- physically pointing to the important information in the passage
- using Predicting for most detail questions and Eliminating for NOT and EXCEPT and Roman numeral questions

***At the end of the work period, review.***

Select student pairs to present their reasoning to the class. Students should explain how they approached the passage and questions in the same “think-aloud” manner that was modeled in the Guided Practice.

### **Teacher's Note**

When you review these questions, focus on identifying the question type, wherever possible, and on using appropriate strategies. Students should have used their summary statements, the main idea, and the author's purpose to help them answer narrow and broad questions. For detail questions, they should have used Track It Down. In particular, students should have physically pointed to the important information in the text for each detail question. Students should have used Predicting or Eliminating as well.

Name \_\_\_\_\_

Date \_\_\_\_\_

85 seeking.” By analyzing an anecdote and its details, people hope to discover exactly what happened and learn from it.

90 “The intent is pretty similar to that of a social scientist,” says Charles Walker, Ph.D, who conducted the study. “They want to get to the bottom of a story, to find out the truth of the matter.”

100 Even that well-known drain on businesses, office gossip, can be a healthy thing. Workers can learn from each other’s mistakes and successes. For instance, an employee might not know how to approach her boss to ask for maternity leave until she hears stories of how other women have done the same. Walker describes office gossip as a “handbook” that is just as important as the handbook you receive when you start a new job.

1. According to the passage, fossil evidence shows that humans of 400,000 years ago:
- A. were physically capable of speech.
  - B. lived in groups of 150 or more.
  - C. bonded primarily through grooming.
  - D. had developed large brains for networking.

**hint** → Locate the part of the passage that refers to humans of 400,000 years ago.

2. The main purpose of the passage is to:
- F. discuss the role of gossip from the origin of language to the present day.
  - G. argue that language developed to promote stronger social bonding.
  - H. illustrate the positive role of gossip as a form of “truth seeking.”
  - J. draw parallels between human and primate social behaviors.

**hint** → Use Question the Author to make a prediction.

3. In paragraph 6 (lines 46–54), the author cites Dunbar to illustrate that gossip, unlike conversations about hunting grounds or prey, served:
- A. primarily as a means of social bonding.
  - B. to set humans apart from other primates.
  - C. as an early form of “truth seeking.”
  - D. as evidence of humans’ larger brains.

**hint** → This question indicates the paragraph to examine.

4. According to the passage, primates such as monkeys and apes:
- F. live in large groups to counter the dangers of migration.
  - G. model how humans groom for hygiene and stress reduction.
  - H. use grooming to express friendship and loyalty.
  - J. demonstrate a form of nonverbal gossip within groups.

**hint** → Look for information about monkeys and apes in the passage.

A

## Shared Practice: Answers

1. A. Detail

**The author states that fossils showed “that the hole in the skull that allows nerves to connect with tongue muscles was big enough to allow speech 400,000 years ago” (lines 12–14).**

- B. Misused Detail; the passage mentions that humans lived in groups of 150 or more, but does not place this on a timeline.
- C. Misused Detail; this detail is taken from the discussion of apes.
- D. Distortion; while the passage mentions that social species have larger brains, this is not placed on a timeline or supported by fossils.

2. F. Author’s Purpose

**In this passage, the author discusses the prehistoric development of speech and the role of gossip in the past and present. The passage is unbiased and relies on social scientists’ research.**

- G. This passage does not present a strong argument and it limits its discussion of bonding to gossip instead of language at large.
- H. The role of gossip as “truth seeking” is a tangential concern rather than the main purpose of the passage.
- J. The passage is more concerned with the differences between human and primate bonding than it is with similarities.

3. A. Detail

**In the cited paragraph, the author quotes Dunbar as saying that “a quicker method of bonding” was needed and that “speech was our response.” Dunbar goes on to say that “it’s the tittle-tattle of life that makes the world go round.” This indicates that what makes gossip special is that its main function is to promote bonding.**

- B. Distortion; it is speech, rather than gossip specifically, that sets humans apart from primates, who bond through grooming.
- C. Misused Detail; “truth seeking” is not mentioned in the cited paragraph.
- D. Misused Detail; “larger brains” are mentioned as being characteristic of social species, not specific to humans.

4. H. Detail

**Studies of primate behavior are discussed in the fifth paragraph, where the author says “grooming is not just about health and hygiene. It is a way of showing friendship and loyalty.”**

- F. Misused Detail; the passage mentions humans living in large groups.
- G. Out of Scope; human grooming is never discussed.
- J. Out of Scope; there is no mention of any kind of “nonverbal gossip.”

Name \_\_\_\_\_

Date \_\_\_\_\_

5. As used in line 32, the word *spur* most nearly means:
- A. prompt.
  - B. barb.
  - C. impediment.
  - D. branch.

**hint** → Look for clues to the meaning of the word within the sentence.

6. According to the passage, office gossip can have a positive effect when it:
- F. is motivated by a desire to find the truth of a matter.
  - G. helps employees learn from each other's mistakes and successes.
  - H. promotes friendship and loyalty in the workplace.
  - J. expands social networks and bonds.

**hint** → Which paragraph discusses the effects of office gossip?

7. Each of the following is discussed as an example of beneficial modern-day gossip EXCEPT:
- A. office workers learning through anecdotes.
  - B. social scientists analyzing narratives for meaning.
  - C. college students seeking to discover the truth in stories.
  - D. rowers using gossip to affirm team purpose.

**hint** → Eliminate answer choices that are supported as true in the text.

8. According to the passage, which of the following contributed to the development of speech?
- I. Migrations and new dangers made social networks essential to survival.
  - II. Speech, specifically gossip, offered a quick means of bonding.
  - III. Evolutionary pressure led humans to develop speech-capable brains.
- F. I only
  - G. III only
  - H. I and II only
  - J. I, II, and III

**hint** → Determine whether each numbered statement is true or false.

A

## Shared Practice: Answers

5. A. Vocabulary in Context

**The reference states that the need for a network of social bonds “may be the spur for greater brain development.” In this context, *spur* must mean “impetus” or “prompt.”**

- B. Out of Scope; this draws on the primary meaning of *spur* but doesn't make sense in context.
- C. Opposite; the *spur* accelerates development rather than impedes it.
- D. Out of Scope; this draws on a secondary meaning of *spur* but doesn't make sense in context.

6. G. Detail

**The passage discusses office gossip as a “handbook” in paragraph 12. Line 94 claims that office gossip allows workers to “learn from each other’s mistakes and successes.”**

- F. Misused Detail; this detail comes from discussion of gossip by college students.
- H. Misused Detail; the passage discusses “friendship and loyalty” as an outcome of primate grooming.
- J. Out of Scope; while gossip may enable networking and bonding, the passage does not support this.

7. B. Detail

**Forms of modern gossip are discussed in paragraphs 8 through 12. Social scientists are mentioned in paragraph 11 as a point of comparison, not as an example of gossip. (B) is a distortion and the correct answer for this EXCEPT question.**

- A. Paragraph 12 discusses the role of office gossip as a “handbook.”
- C. Paragraph 10 discusses college students’ gossip as “truth seeking.”
- D. Paragraph 9 discusses the rowing team using gossip to establish strength and purpose.

8. H. Detail

**The development of speech is discussed in paragraphs 2, 4, 5, and 6.**

- I. True; the passage states that bonding was essential in the face of new dangers and that speech was a means of bonding.
- II. True; the passage compares speech to the grooming habits of primates and states that speech was a faster form of networking.
- III. False; this is a distortion. While the passage states that species that live in groups have larger brains, this trait is not mentioned as specific to humans.

Name \_\_\_\_\_ Date \_\_\_\_\_

## KAP Wrap



You use both research and reasoning to find answers and reach conclusions all of the time in your everyday life. Think back on the past week. Write about three instances in which you did research to find information you needed in your everyday life. For at least one of these instances, describe how the steps you took were similar to or different from Track It Down.

A

## Task

Students will reflect on how they use research and Track It Down in their everyday lives.

## Delivery

***Commend students on what they have learned about detail questions.***

Remind students to use Track It Down and Predicting or Eliminating to answer detail questions. Students should track down and reread the part of the passage that contains the answer. They should then point out the important information and should use it to make a prediction. For instances where students can't find a match for their predictions or can't make a prediction—including NOT and EXCEPT and Roman numeral questions—they should use Eliminating.

***Preview the KAP Wrap activity with students.***

Make sure students understand the directions.

***Have students work on this written response at the end of class or for homework.***

You may have students share their work with classmates, or you may collect students' writing to assess their developing understanding.