



# The GED Language Arts, Reading Test

*Nonfiction*



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# GED

## Video Partner



### Passing the GED Reading Test

I've never known any trouble that an hour's reading didn't assuage.  
Charles De Secondat (1689-1755)

Video 12 Focus: how to successfully read nonfiction material

#### You Will Learn From Video 12:

- That nonfiction writing is about real people and real happenings.
- How to read nonfiction material including passages from newspapers, magazines, speeches, biographies, and business documents.
- How to determine the main idea from supporting details.
- How to distinguish factual statements from opinions.



#### Words You Need to Know:

While viewing the video, put the letter of the meaning by the correct vocabulary word. Answers are on page 17.

- |   |   |
|---|---|
| _____ 1. nonfiction material                | a. a column in a newspaper that states the opinion of an editor               |
| _____ 2. table of contents, index, glossary | b. a piece of information shown to be true                                    |
| _____ 3. fact                               | c. a personal judgment  |
| _____ 4. opinion                            | d. useful tools for finding information in be.                                |
| _____ 5. editorial                          | e. factual material: a business letter, assembly instructions, or a biography |



#### Points to Remember:

- In daily life you regularly use nonfiction reading skills to learn new ideas, to problem-solve, and to understand written communication.
- Pleasure reading, such as biographies, reviews, and editorials, help you to read nonfiction passages.
- Learn to recognize a writer's facts from his opinions by reading the editorial page of your local newspaper.

Nonfiction prose, or writing in paragraph form, consists of writing that is about real people, real events, and real social situations. The reading passages present factual information or an author's viewpoint.

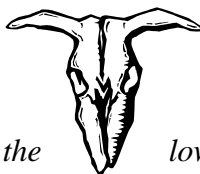
On the GED Reading Test, you will read and analyze two nonfiction prose passages. There will be about ten questions to answer.

***THE PURPOSE QUESTION: WHAT IT IS, WHERE IT IS FOUND, AND WHY YOU SHOULD ALWAYS READ IT***

*At the beginning of every reading is a question. The purpose of the question is to give a reason for reading the material. Use this question to focus your reading. You are not required to answer this question. It is given only to help you concentrate on the ideas presented in the excerpt. Here is a typical purpose question:*

***HOW DID DEATH VALLEY GET ITS NAME?***

*Now as you read the following question.*



*paragraph, focus on the above*

*In Death Valley in the United States is the valley, located in California near the Nevada border, is 282 feet below sea level. It is not uncommon for temperatures to reach 125 degrees. A record of 134 degrees for the nation was recorded in 1931. Its grim name was given by a group of gold seekers in 1849.*

The two areas from which nonfiction prose comes are:

Informational Nonfiction: business documents, research reports, newspapers, magazines, and speeches

Literary Nonfiction: letters, diaries, memoirs, essays, and biographies; commentaries on paintings, sculpture, and photography, along with music, dance, theater, films and TV

You will utilize the reading skills of comprehension, application, analysis, and synthesis that you reviewed in Video 11. You will apply these same skills, but this time the material will be factual or nonfiction.

Informational Nonfiction: The authors of informational nonfiction present facts to inform and educate the readers. When only facts and no opinions are stated, the readings are purely informational.

However, when the author introduces his judgments and opinions, then the reader must be able to distinguish between the two types of writing. In magazines and newspapers, there often are reviews of art forms, whether movies, plays, or books. Critics write to inform the reader and present their opinions. Such commentaries are often found on the GED Reading Test.

Practice reading informational nonfiction writing with the following business document. This writing is the type of material you might find in an employee's handbook. As discussed in Video 11, remember to read the purpose question first.

## WHAT SHOULD YOU DO IN AN EMERGENCY WHILE AT WORK?

### Emergencies

**EMERGENCY NUMBER (FIRE, POLICE, AMBULANCE):** \_\_\_\_\_

#### Medical

To summon an ambulance in the event of a medical emergency, dial \_\_\_\_\_.

Advise Administration. Have an employee posted at the service elevator to wait for the ambulance service and to direct it to the proper department quickly. A member of the department should accompany the person being treated.



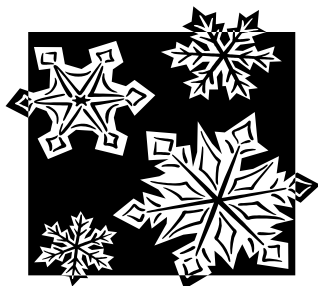
#### Fire

Each department at the Company has an acting fire warden. At Branch A, there are two fire wardens on each floor. Each building has an exit procedure to be followed in case of a fire. This procedure is rehearsed in periodic drills; however, you should make a point of contacting a fire warden and asking him or her to tell you about the procedure and show you the location of emergency exits and fire extinguishers. In this way, you will not be completely unprepared if there is an emergency when the fire warden is out of the building.

In the event of a fire, leave the building by means of the stairways and proceed down to the street. At Branch B, do not stop on the plaza level. Fire Department regulations require that this area be cleared to facilitate their operations.

**ELEVATORS SHOULD NEVER BE USED IN FIRE OR STORM EMERGENCY.**

#### Weather



In the event of snow, heavy rains, or other unusual weather conditions creating hazardous travel during working hours, the executive vice president in charge of administration will decide if and when the office will be closed early to permit employees to leave. Such announcements will also include the closing hours of the Switchboard, the Mail Room, and the Telex Room. If such weather conditions occur at night or on weekends, you must use your own judgment. We do, however, expect all employees to make every reasonable effort to report to work.

Based on a form from HRnext.com web site

Circle the correct answer. Answers are on page 17.



1. What two phone numbers need to be filled in by the employee?
  - A. the elevator number and the weather channel
  - B. emergency number and the ambulance number
  - C. the executive vice president's number and the Switchboard's number
  - D. the Mail Room's number and the Telex Room's number
  - E. his personal home phone and cell phone number
2. If it is a snowy day at work, and Matthew needs to know the correct procedure for dismissal, under which heading would he read?
  - A. medical
  - B. weather
  - C. miscellaneous
  - D. fire
  - E. elevators
3. According to the emergency procedure, if your co-worker appears to be having a heart attack, what should you do first?
  - A. Call for an ambulance.
  - B. Have another co-worker wait at the elevator to tell the ambulance attendants where to go.
  - C. Notify the Administration.
  - D. Have him lie down.
  - E. Tell the person sitting next to you that you think there is a problem.
4. What is the purpose of this form?
  - A. to inform all employees what to do in case of an emergency
  - B. to inform all employees when to use the elevators
  - C. to inform all employees what is considered to be an emergency
  - D. to inform all employees so they are all safe
  - E. to inform all employees so they will not panic

Here is another informational nonfiction reading. This is a report on the history of fingerprinting. Think about the purpose question as you read the passage.

### WHAT IS THE HISTORY OF FINGERPRINTING?

"Fingerprinting is a method of identification using the impression made by the minute ridge formations or patterns found on the underside of the distal end of each finger in humans. No two persons have exactly the same arrangement of ridge patterns, and the patterns of any one individual remain unchanged through life. To obtain a set of fingerprints, the ends of the fingers are inked



and then pressed or rolled one by one on some receiving surface. Fingerprints may be classified and filed on the basis of the ridge patterns, setting up an identifications system that is almost infallible.

The first recorded use of fingerprints was by the ancient Assyrians and Chinese for the signing of legal documents. Probably the first modern study of fingerprints was made by the Czech physiologist Johannes Evangelista Purkinje, who in 1823 proposed a system of classification that attracted little attention. The use of fingerprints for identification purposes was proposed late in the 19th century by the British scientist Sir Francis Galton, who wrote a detailed study of fingerprints in which he presented a new classification system using prints of all ten fingers, which is the basis of identification systems still in use. In the 1890s, the police in Bengal, India, under the British police official Sir Edward Richard Henry (1857-1930), began using fingerprints to identify criminals. As assistant commissioner of metropolitan police, Henry established the first British fingerprint files in London in 1901. Subsequently, the use of fingerprinting as a means for identifying criminals spread rapidly throughout Europe and the U.S., superseding the old Bertillon system of identification by means of body measurements.”

“Fingerprinting.” *World Almanac Encyclopedia*. FACTS.com <http://www.2facts.com>



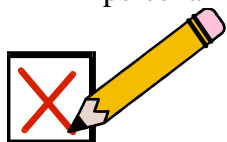
Circle the correct answer. Answers are on page 17.

1. What is the meaning of “distal end of each finger” in the first sentence?
  - A. the end of the finger farthest away from where it is attached to the hand
  - B. the fingernail
  - C. the underside of the finger
  - D. the minute ridge formations
  - E. the impression of each finger
2. Kathy had her fingerprints taken as a three-year old girl. When she was kidnapped at age ten, the police looked at her fingerprints taken at age three and found
  - A. the prints to be of no value.
  - B. the prints to be too small, since she was now ten years old.
  - C. the prints to be a valuable tool in finding her.
  - D. no record of the prints.
  - E. they were no longer valid.
3. Fingerprints were used as signatures by what group of people?
  - A. British
  - B. Indians
  - C. Czech
  - D. Assyrians
  - E. Europeans

4. In what year would a crime have to have been committed in Bengal, India, if fingerprints were to be used in locating the criminal?
- A. 1857
  - B. 1823
  - C. 1891
  - D. 1800
  - E. 1700

Learning to tell the difference between facts and opinions: A skill that will be of great importance in analyzing nonfiction material, editorials and commentaries in particular, is learning to tell the difference between facts and opinions. A fact can be proved by research or by observation, while an opinion is a subjective statement or a personal judgment. Many times, the words: *I think, I believe, and in my opinion* are used when stating an opinion. When reviewers write about the arts, they use a combination of fact and opinions. It is important to know when you are reading facts, and when you are reading opinions. To see the difference, look at the following examples:

1. Meriwether Lewis and William Clark led the first American expedition west of the Mississippi River. This is a **fact**. It can be proved by looking up the information in a history book or on the internet.
2. This event is the most amazing happening in United States History. This is an **opinion**. It is the writer's judgment, not something that can be proved.
3. The sun is 93 million miles from the earth. This is a **fact**. Scientists have measured this distance by astronomic calculations.
4. I believe 93 million miles is too far for a person to travel in his lifetime. This statement is an **opinion**. It is someone's personal view.



Read the following sentences and decide if they are facts or opinions. Put the correct answer in the blank. Put *F* in the blank if the statement is false. Put *O* in the blank if the statement is an opinion. Answers are on page 17.

1. \_\_\_\_\_ Last night I saw the movie, "The Master and the Commander: The Farside of the World."
2. \_\_\_\_\_ This sea adventure is a remarkable undertaking.
3. \_\_\_\_\_ The movie is based on the series of books written by Patrick O'Brien.
4. \_\_\_\_\_ The movie is not only a naval tale but also depicts 19<sup>th</sup> century society.

5. \_\_\_\_\_ I almost got seasick because the scenery and visual effects were so outstanding.

Learning about editorials: Many people read newspapers or magazines to find out information about local areas and around the world. The newspapers usually have many topics such as national news, international news, human interest stories, sports, and business. One part of the paper has the opinions of the writers of the paper. This is called the editorial page. This is usually a separate page so the readers do not confuse the factual reporting from the opinions of the editors. Some papers also have the readers write their opinions on various topics. Thus, you can read the opinions of both the editors and the readers.

Let us look at the opinions of two readers. Both have ideas about how the contracts to rebuild Iraq after the war were awarded. They responded to an article written by the editor entitled, “Excluded Nations Angry Over Iraq Project’s Ban.”

### LETTERS TO THE EDITOR

**Tom:**

Re: “Excluded Nations Angry  
December 11, 2003 The

Iraq to liberate its people and build it

President Bush is truly committed to this goal, why is he blocking Iraq from doing business with major industrial nations such as Germany, France, and the Russian Federation? The Iraqi Governing Council should be making this decision. The last thing the Iraqi people need is another dictator.



Over Iraq Project’s Ban” on  
president reminds us that we are in  
into a free and democratic society. If

By eliminating most of the foreign competition, reconstruction contracts will mostly go to U.S. firms such as Halliburton and Bechtel. It’s becoming ever clearer that this war was not about disarming Saddam Hussein of nonexistent weapons, but for getting lucrative business contracts and oil.

**Anne Marie:**

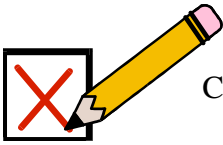
As children, we all were read stories that taught a lesson. Such parables were childhood favorites, and the lessons learned last a lifetime. Unfortunately, not all cultures had these stories available.



I suggest that to the governments of certain countries now whining that they don’t have contracts to rebuild Iraq, get copies of these delightful stories and read about Henny Penny. If you remember, Henny Penny wanted to plant some corn, but no one wanted to help with the work. But once the corn was grown, harvested, and made into bread, all wanted to share in the eating of the bread.



I think many Americans need to reread these children's stories.



Circle the correct answer. Answers are on page 17.

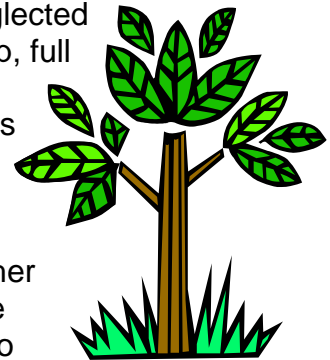
1. What countries were excluded from competition for reconstruction contracts?
  - A. Britain and France
  - B. France and Iran
  - C. Spain and the Russian Federation
  - D. France, Germany, and the Russian Federation
  - E. United States and France
2. According to Tom, what does the president say our purpose is in Iraq?
  - A. to get lucrative oil contracts
  - B. to expand our empire
  - C. to liberate its people and build it into a free and democratic society
  - D. to block the French and Germans from taking it over
  - E. to change them into Christians
3. What does Tom think is the true purpose of this war?
  - A. to eliminate weapons of mass destruction
  - B. to expand the U.S. empire
  - C. to get lucrative business contracts and oil
  - D. to block France and Germany from getting contracts
  - E. to convert the Iraqis to Christianity
4. What does Anne think about excluding France, Germany, and Russia from bidding on the reconstruction contracts?
  - A. They need to grow some crops to help the people of Iraq.
  - B. It was deserved for not helping the United States in the war.
  - C. It was not fair to exclude competent bidders in those countries.
  - D. Henny Penny had lots of help in growing the corn.
  - E. Children's stories have no relation to real life.

Literary Nonfiction: Examples of literary nonfiction are found in selections from essays, letters, memoirs, biographies, and commentaries. Use the reading skills you have learned to answer the questions asked.

Here is an essay written by Jonathan Swift. Note the purpose question before you begin reading.

## HOW DOES JONATHAN SWIFT VIEW MAN?

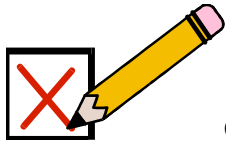
This single stick, which you now behold ingloriously lying in that neglected corner, I once knew in a flourishing state in a forest. It was full of sap, full of leaves, and full of boughs; but now in vain does the busy art of man pretend to vie with nature, by tying that withered bundle of twigs to it sapless trunk; it is now at best but the reverse of what it was, a tree turned upside-down, the branches on the earth, and the root in the air; it is now handled by every dirty wench, condemned to do her drudgery, and, by a capricious kind of fate, destined to make other things clean, and be nasty itself; at length, worn to the stumps in the service of the maids, it is either thrown out of doors or condemned to the last use-- of kindling a fire.



When I behold this I sighed, and said within myself, “Surely mortal man is a broomstick!” Nature send him into the world strong and lusty, in a thriving condition, wearing his own hair on his head, the proper branches of the reasoning vegetable, till the axe of intemperance has lopped off his green boughs, and left him a withered trunk; he then flies to art, and puts on a periwig, valuing himself upon an **unnatural bundle of hairs**, all covered with powder, that never grew on his head; but now should this our broomstick pretend to enter the scene, proud of those birchen spoils it never bore, and all covered with dust, through the sweepings of the finest lady’s chamber, we should be apt to ridicule and despise its vanity. Partial judges that we are of our own excellencies, and other men’s defaults!

But a broomstick, perhaps you will say, is an emblem of a tree standing on it head; and pray what is a man but a topsy-turvy creature, his animal faculties perpetually mounted on his rational, his head where his heels should be, groveling on the earth? And yet, with all his faults, he sets up to be a universal reformer and corrector of abuses, a remover of grievances, rakes into every slut’s corner of nature, bringing hidden corruptions to the light, and raises a mighty dust where there was none before, sharing deeply all the while in the very same pollutions he pretends to sweep away. His last days are spent in slavery to women, and generally the least deserving; till, worn to the stumps, like his brother besom, he is either kicked out of doors, or made use of to kindle flames for others to warm themselves by.

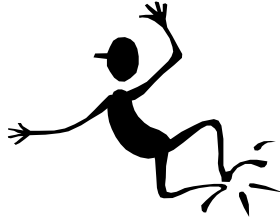
*The Battle of the Books and Other Short Pieces*, “A Meditation Upon a Broomstick”, by Jonathan Swift



Circle the correct answer. Answers are on page 18.

1. What is the tone of this essay?

- A. proud
- B. comical
- C. sarcastic
- D. annoyed
- E. happy



2. Jonathan Swift makes several comparisons. To what does he compare the broomstick?

- A. to a tree
- B. to a wench
- C. to kindling
- D. to a vegetable
- E. to a forest

3. To what does Jonathan Swift compare the losing of man's hair on his head?

- A. to cutting down a tree
- B. to cutting down a forest
- C. to cutting the boughs of a tree
- D. to cutting the stumps of a tree
- E. to cutting the broomstick

4. What is the "unnatural bundle of hairs" (in **bold type**) mentioned in the second paragraph?

- A. a dead tree
- B. a periwig
- C. a vegetable
- D. a mop
- E. a broomstick



5. What is the main idea of the third paragraph?

- A. Man is a topsy-turvy creature.
- B. Man's head is where his feet should be and his feet where his head should be.
- C. Man has many faults which he will never overcome.
- D. Man stirs up dust wherever he goes and makes a dirty mess.
- E. Man, in the end, though he tries to serve humanity well, ends up like the broomstick, kindling for a fire.

Learning about commentaries: Commentaries on art are writing with a mixture of facts and opinions. Some of the information tells the reader the particulars of an art event, such as the name of the artist, the medium in which the artist works, and, perhaps, the title of the art piece. Interspersed between the facts is the opinion of the writer. He will tell his opinions and judgments about the work. From this description, the reader will know whether he would enjoy seeing the art piece.



Using descriptive language: Writers of commentaries use descriptive language or colorful words and phrases to indicate their feelings when writing about the arts. Words such as: *fresh*, *funny*, *delightful*, and *witty* are positive words that denote the writer liked what he saw or heard.

On the other hand, words such as: *dull*, *boring*, *repetitious*, and *tired* reveal the writer was not pleased with the art work.

Read now a commentary on a unique display of photographs by the artist, Stuart Allen, who displayed his work in the Crocker Museum in Sacramento, California. Look for descriptive language, using such words as: *dynamic*, *haunts*, and *animates*. Then answer the questions that follow the reading.

#### **July August 2003 Artletter**

#### ***Dance Lines: Photographs by Stuart Allen***

**On View August 22 – October 26, 2003**

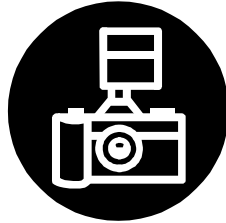
*“Dance Lines: Photographs by Stuart Allen*

consists of a series of large-scale, black and white photographs that were made on site in the Crocker’s grand ballroom. The images explore the relationship between movement and space, building on the artist’s previous investigations of

time-based motion — *Night Lines* (1997-1998) and *Studio Lines* (2000-2001). This new series, *Dance Lines*, maps the movement of dancers with light. Using long exposures, Allen renders the dancers invisible; leaving behind only a visual record of their performance in dynamic trails of light. While this light is both changing and intangible during the performance, when captured on film, it attains a permanence that haunts the space it animated.

Stuart Allen, “Modern”, 2002. Gelatin silver print, 24x30 inches. Courtesy of the artist.

“In creating the photographs, each dancer wore a bright light and battery pack the artist designed. Of necessity, the lights were intense to account for the small aperture Allen used. Exposures lasted an average of twenty to thirty seconds, although for some images the camera shutter was left open after the dancer’s sequence to ensure that the image of the ballroom was



adequately exposed.

“Allen mapped various forms of a variety of disciplines from ballet dance by working with specialists in to swing. Remaining true to each dance, he used sequences based on the existing vocabulary of the dance being performed. The artist, in turn, acted as an editor as much as a photographer, determining the most effective movements for each image and photographing that portion of the dance which left the most interesting light trails. He also became the choreographer, communicating his ideas to the dancers and relying on their executions. The title of each piece identifies the dance, giving the viewer an opportunity to compare the varied styles of movement.

“Allen originally intended to execute this series in a darkened studio with the resulting lines drawn against a black field. Once provided with an opportunity to work in the Crocker’s Ballroom, a space with a long history of dance, Allen determined that the architecture could play an active role in the work. Allen’s photographs attained new levels of meaning within the historical context. In this grand setting, the lines memorialize each dance and evoke images of the many generations of men and women that have swept through the space over the past 130 years.

Circle the correct answer. Answers are on page 18.



1. In what two other endeavors did Stuart Allen investigate the relationship between movement and space?

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2. Where was “Dance Lines” photographed?
  - A. Crocker’s grand ballroom
  - B. a darkened studio
  - C. a haunted building
3. Why can’t you see the dancers?
  - A. They are painted with invisible paint.
  - B. The long exposures of the camera allow the dancers to become invisible.
  - C. They are haunted.
4. The photographic print shown depicts what style of dance?
  - A. modern
  - B. ballet
  - C. swing
5. How would you describe the dance movement shown in the photograph?
  - A. slow, graceful
  - B. rhythmic high jumps with low variations
  - C. the box waltz
6. The artist acts as an editor, a photographer and a \_\_\_\_\_.
  - A. choreographer
  - B. geographer
  - C. cartographer
7. Why is it appropriate to photograph these pictures in this setting?
  - A. The lighting is so conducive to good pictures.
  - B. 130-year old building has many memories.
  - C. Historically, the building has been used for dancing for 130 years.



Interactive activity: Using the commentary above as a sample, write your own commentary. Give your opinions about the art work. Do you like it? Why does it appeal or not appeal to you? Do you think your grandmother would enjoy it as well as younger people? Compare your opinions with another student in the class. Can you support your views? If you are working alone, write your own commentary.

A sample answer is on page 18.

[illegible]

On January 6, 1941, President Franklin Delano Roosevelt delivered this State of the Union Speech to the Congress of the United States. It is called the “Four Freedoms” speech.

Congress information of the state of the Union,' I find it necessary to report that the future and safety of our country and of our democracy are overwhelmingly involved in events far beyond our borders.



“I address you, the Members of the Seventy-Seventh Congress, at a moment unprecedented in the history of the Union. I use the word “unprecedented,” because at no previous time has American security been as seriously threatened from without as it is today...

“Therefore, as your President, performing my constitutional duty to ‘give to the

“Armed defense of democratic existence is now being gallantly waged on four continents. If that defense fails, all the population and all the resources of Europe, Asia, Africa, and Australia will be dominated by the conquerors. The total of those populations and their resources greatly exceeds the sum total of the population and resources of the whole of the Western Hemisphere many times over.

“Our national policy is this:

“First, by an impressive expression of the public will and without regard to partisanship, we are committed to all-inclusive national defense.

“Second, by an impressive expression of the public will and without regard to partisanship, we are committed to full support of all those resolute peoples, everywhere, who are resisting aggression and are thereby keeping war away from our Hemisphere. By this support, we express our determination that the democratic cause shall prevail; and we strengthen the defense and security of our own nation.

1. If the president refuses to sign a peace agreement that is drafted by a dictator, he is following which of the policies?

- 1) policy 1
- 2) the introduction
- 3) policy 2
- 4) the conclusion
- 5) policy 3



2. If the president sends ships, planes, tanks, and guns to countries fighting for freedom, he is following which of the policies?

- 1) policy 1
- 2) the introduction
- 3) policy 2
- 4) the conclusion
- 5) policy 3

3. To whom did President Franklin D. Roosevelt deliver the “Four Freedoms” speech?

- 1) People of the United States
- 2) United Nations
- 3) Congress of the United States
- 4) Defense Department of the United States
- 5) Joint Chief of Staffs

“Third, by an impressive expression of the public will and without regard to partisanship, we are committed to the proposition that principles of morality and considerations, for our own security, will never permit us to acquiesce in a peace dictated by aggressors and sponsored by appeasers. We know that enduring peace cannot be bought at the cost of other people’s freedom.”

*A Date That Will Live in Infamy*, “Four Freedoms” Speech, President Franklin D. Roosevelt  
Circle the correct answer. Answers are on page 18.



4. The word “unprecedented” in the first sentence means

- 1) never before happened.
- 2) threatened.
- 3) not present.
- 4) disturbed.
- 5) undisputed.

5. Why did President Franklin D. Roosevelt repeat this phrase: “...by an impressive expression of the public will and without regard to partisanship...”?

- 1) It was a mistake.
- 2) The people needed to hear it over and over.
- 3) He wanted to emphasize that the policies were being done with the people’s support.
- 4) He wanted to emphasize that the policies were being done without regard to the Democrats or Republicans.
- 5) He wanted to emphasize that the policies were being done with the people’s support and without regard to either the Democratic or Republican parties



## Answers, Examples, and Explanations

### Page 2: Words You Need to Know

1. e
2. d
3. b
4. c
5. a

### Page 5: Informational Nonfiction

1. **B Comprehension (supporting details)** Look for the two empty blanks.
2. **B Analysis (organization)** Look for the subheadings.
3. **A Comprehension (supporting details)** Look for the first item listed under **Medical**.
4. **A Comprehension (main idea)** Look at the title of the article.

### Page 6: Informational Nonfiction

1. **A Comprehension (context)**
2. **C Comprehension (supporting details)** Fingerprints “remain unchanged through life.”
3. **D Comprehension (supporting details)** In the second paragraph, “The first recorded use of fingerprints was by the ancient Assyrians. . .for the signing of legal documents.”
4. **C Analysis (inference)** “In the 1890s the police in Bengal, India, . . . began using fingerprints to identify criminals.” Therefore, 1891 is the only year in that range.

### Page 7: Facts and Opinions

1. F
2. O
3. F
4. F
5. O

### Page 9: Editorials

1. **D Comprehension (supporting details)** Answer in the third sentence of Tom’s letter
2. **C Analysis (Organization)** Answer found in Tom’s letter
3. **C Synthesis (point of view)** Answer found in the last sentence of Tom’s letter
4. **B Analysis (figure of speech)** She thinks the countries that did not participate in the war with Iraq should not share in the benefits of reconstruction.

Page 11: Literary Nonfiction

1. **C Analysis (tone)**
2. **A Analysis (figurative language)**
3. **C Analysis (comparison)**
4. **B Comprehension (context)** This is an old fashioned word for a wig.
5. **E Comprehension (main idea)** A, B, and C are details, D is wrong, and E is the complete main idea.

Page 13-14: Descriptive Language

1. *Night Lines* and *Studio Lines*
2. **A Comprehension (supporting details)** Answer is in the first sentence.
3. **B Comprehension (supporting details)**
4. **A Comprehension (supporting details)** Answer found in the caption of the photograph.
5. **B Analysis**
6. **A Comprehension (context)**
7. **C Analysis**

Page 15: Interactive Activity (This is only an example of the commentary you might write.)

*Dance Lines: Photographs by Stuart Allen is the most unusual display of photographs I have ever seen. The whole idea is remarkable. To see only the image of the movement of the dancer in a streak of repetitious light is both artistic and spooky at the same time. I would love to see who the dancer is. I am most anxious to go to see this art show.*

Page 16: EXERCISE

1. **5) Application** This situation is an application of the third policy, paragraph 7.
2. **1) Application** This situation is an application of the first policy, paragraph 5.
3. **3) Comprehension (supporting details)** Answer is found in the introduction
4. **1) Comprehension (context)**
5. **5) Analysis (structure)** By repeating both ideas, the president emphasized the importance that both the people and Congress should support this idea.