



Learning Project 6 Finding Details Supported by the Text

Inquiry Activity 6-2: Recognizing Supporting Details

In both the Science and Social Studies PA tests, one short passage with one question (no graphic) requires learners to find the details in the passage to support the answer choice.

We strongly recommend that your learners do Reading IA 1-1, “Understanding the GED Questions,” prior to this activity. Reading IA 1-1 has examples of finding supporting details.

(Note: Italicized portions should be directed to the students.)

1. Identifying the Problem (Item 14 Social Studies PA)

Look at the item.

What must you do in order to answer the question correctly?

Where else have you seen questions like this?

What will you have to do to be successful in this Activity?

Jot down your thoughts, or share them with your partner.

14. Many wine tasters are trained to judge the quality of wines. By tasting a particular wine, they can identify the region and country from which the wine comes. The taste is influenced by the type of soil in which the wine grapes grow.

These facts best support which generalization about wine production?

- (1) Heat and light are not important in wine production.
- (2) The quality of wine grapes does not vary.
- (3) Chemicals in nature generally harm wine production.
- (4) Wine production is affected more by human intervention than by nature.
- (5) Geographic conditions affect wine production.

2. Becoming Familiar with the Problem

Scan the question, and ask yourself questions like the following as your first step to identifying the question.

Is there anything in the question you do not understand?

Have you ever planted a garden?

Have you ever thought about how different conditions might affect the growth of your garden?

What are some of those different conditions?



3. Planning, Assigning, and Performing Tasks

Planning: *You may decide to work by yourself, in a pair, or a small group to do this Activity.*

This IA is best done in pairs or small groups.

Assigning: *Decide with your partner or in your group how you will carry out the task of answering the question.*

Doing the Work: *As you read the question, do the following:*

Scan the passage; find and mark any words you might not know. See if the passage gives you enough information to clarify the meaning of the words. If not, ask someone or look up what the words mean.

Depending on your class, you may find that you need to discuss terms in the question, particularly the word *geographic*.

Read the answer choices for the question. Find the exact words in the passage that provide the answer. What word or words in the answer choices come closest to the topic of the reading passage?

They can identify the region and the country. Taste is influenced by the type of soil. Here, you might want your learners to look at the answer choices and discuss how each of them relates (or doesn't) to soil.

You may prefer the graphic organizer (LA 2-3) for this step.

Determine which answer choice is correct.

The facts in the passage support choice (5) geographic conditions affect wine production. Choices (1) (3) and (4) may also be true, but they are not addressed in the passage. Choice (2) is contradicted by the passage.

What words used in the question tells you what kind of question it is?



The question refers directly to the facts in the passage. Depending upon your class, you may want to make the point that although the wording is not identical between the passage and the answer choices, all of the choices refer to geographic conditions. That is the best indication that test takers need to look for details to support the answer.

4. Sharing with Others

Telling people what you know helps you understand the material better. Take this opportunity not only to share the knowledge, but also to learn it more completely.

Small groups: *Compare the answer you found with others in the group. Discuss the methods you used to find the answer, the support for your answer in the passage, and the reasons each learner thinks his/her answer and support are correct.*

Agree on the correct answer and the strategy you would use for answering questions that ask you to draw conclusions from what you have read.

Whole class: *Share with the whole class the steps you used to answer the question. Take notes on any different ways of answering the question other groups gave.*

5. Reflecting, Extending, Evaluating

Reflecting: **Think about what you have learned.**

Here are some questions to start your thinking about the experiences you just had. Thinking about what you have learned and experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what was learned.

1. *What would you say is a good approach for answering questions that ask for supporting details?*



2. Does using your prior knowledge or interest help you answer questions like these? Explain.



3. How does understanding the test questions and answer choices help you take tests?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in this Inquiry Activity to other information or situations.

1. In your group, find some other small passages to read, and devise other multiple-choice questions that look for supporting details.
2. Exchange the questions you have written with each other. Discuss in your small groups any differing strategies you have used to find supporting details.
3. There are many wineries in Virginia. Discuss in the class or group whether any of you have ever visited one, worked at one, or observed the winemaking process.
4. Grapes for white wine are grown in humid areas, while grapes for red wines are grown on hills or mountainsides. Given this information, discuss in your groups where in Virginia each of these types of grapes might be grown.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the content of what you learned and the methods used to learn. These questions have no right or wrong answers. This is your chance to look more closely at your learning style and the opportunity to state how you benefited or did not benefit from the content and/or the methods presented in this IA.

1. What parts of the activity worked best for you? Explain.
2. What parts did not work well for you? Explain.
3. What ideas in this Inquiry Activity will you use when taking the GED test? Why?
4. How does following this 5-step format make you feel?