Level 12 Samples

3 Reading Comprehension Assessments

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A Tale of Two Revolutions

In the height of the Enlightenment, men influenced by the new political theories of the era launched two of the largest revolutions in history. These two conflicts, on two separate continents, were both initially successful in forming new forms of government. And yet, the two conflicts, though merely a decade apart, had radically different conclusions. How do two wars inspired by more or less the same ideals end up so completely different? Why was the American Revolution largely a success and the French Revolution largely a failure?

Historians have pointed to myriad reasons—far too various to be listed here. However, the most frequently cited are worth mentioning. For one, the American Revolution was far removed from the Old World; that is, since it was on a different continent, other European nations did not attempt to interfere with it. However, in the French Revolution, there were immediate cries for war from neighboring nations. Early on, for instance, the ousted king attempted to flee to neighboring Austria and the army waiting there. The newly formed French Republic also warred with Belgium, and a conflict with Britain loomed. Thus, the French had the burden not only of winning a revolution but also defending it from outside. The Americans simply had to win a revolution.

Secondly, the American Revolution seemed to have a better chance for success from the get-go, due to the fact that Americans already saw themselves as something other than British subjects. Thus, there was already a uniquely American character, so, there was not as loud a cry to preserve the British way of life. In France, several thousands of people still supported the king, largely because the king was seen as an essential part of French life. And when the king was first ousted and then killed, some believed that character itself was corrupted. Remember, the Americans did not oust a king or kill him—they merely separated from him.

Finally, there is a general agreement that the French were not as unified as the Americans, who, for the most part, put aside their political differences until after they had already formed a new nation. The French, despite their Tennis Court Oath, could not do so. Infighting led to inner turmoil, civil war, and eventually the Reign of Terror, in which political dissidents were executed in large numbers. Additionally, the French people themselves were not unified. The nation had so much stratification that it was impossible to unite all of them—the workers, the peasants, the middle-class, the nobles, the clergy—into one cause. And the attempts to do so under a new religion, the Divine Cult of Reason, certainly did not help. The Americans, remember, never attempted to change the society at large; rather, they merely attempted to change the government.

Sources:
Questions

1) It can be inferred from paragraph 1 that the author most likely believes that
   A. historians have not come to a conclusion about what separates the French and American Revolutions
   B. the French Revolution could have been just as successful as the American Revolution was
   C. two events based on the same philosophy are generally not that common
   D. the American Revolution is a high point in history, the French Revolution a low point
   E. two events that are similar in one way ought to be similar in other ways

2) What function do the questions that end paragraph 1 play in the passage?
   A. They introduce the topic the author of the passage will explore, even though he or she will not answer the questions.
   B. They introduce the author’s opinions on the main topic and summarize his or her main argument.
   C. They present rhetorical questions that are used only for the purposes of engaging the reader, even though the questions will not be answered.
   D. They refocus the passage into its original topic after a detour into historical context.
   E. They present the two questions the author will spend the rest of the passage exploring and then answering.

3) As used in paragraph 2, the word myriad most nearly means
   A. an unknowable secret
   B. an uncountable number
   C. an unrealistic ideal
   D. an unusually rare occurrence
   E. an unimaginably large object

4) According to the passage, the Reign of Terror happened because of
   A. social stratification in America
   B. infighting in the American Revolution
   C. the decision to kill the king in the French Revolution
   D. infighting in the French Revolution
   E. social stratification in France

5) According to the author, which of the following best summarizes the most frequently cited explanations historians give for why the French and American Revolutions did not turn out the same way?
   A. locations relative to Europe, social equality in America, and the lack of a unique French identity
   B. social unity among the Americans, social stratification among the French, and the character of the French and Americans in general
   C. locations relative to Europe, American and French characters, and political cohesion or lack thereof
   D. locations relative to Europe, the decision to oust or not oust a king, and a lack of unity amongst all the revolutionaries
   E. the geography of America and France, the character and identity of American and French people, and the decision to oust or not oust a king

6) As used in paragraph 4, the word stratification describes
   A. social inequality
   B. physical differences
   C. social cohesion
   D. physical separations
   E. societal interactions
**Wright and Nature**

Over the past half a century, many have erroneously agreed that there is a *chasms* in Frank Lloyd Wright’s work, an unbridgeable gap between his residential and commercial buildings. In fact, all of his architectural designs show off his belief in a world governed by technology but indebted to nature, and all his buildings are really monuments to man’s place in the natural world.

In his domestic homes, Wright seems to emphasize a blending of the artificial and the natural, with an emphasis on low-pitched roofs, asymmetry, natural light, and hidden entrances that would require a visitor to search for a way in. These obscured entrances also make the visitor confront the landscape in a way he or she would not have to if he or she entered merely from the urban street the house would be located on (in the case of houses such as the Winslow House in Illinois and other suburban houses). In his own house at Taliesien, in Wisconsin, the visitor must travel a winding driveway uphill to the back of the house and literally confront a panoramic vista of green hills and woods, rather than merely entering the house. In this way, then, one is forced to acknowledge both the artificial and the natural at once and cannot merely observe the home as one thing alone.

In his commercial buildings, too, there exists a great deal of nature’s influence. Though the spaces are more straightforward than the domestic spaces (entrances are not hidden, for instance), as their functions necessitated, Wright’s commercial buildings still showcase the marriage of nature and technology. The Larkin Building, for instance, lets in an unprecedented amount of natural light for an office building. Wright intentionally eliminated darkness wherever possible, even encapsulating the central space with a giant skylight, creating the effect of working outdoors. Still more clearly connected to nature is Wright’s Price Tower in Oklahoma. The cantilevered skyscraper, though the home of an oil and chemical pipeline company, was designed to look like a giant tree, thus blending in with the surroundings so that, at least from a great distance, it would look just like another tree. Obviously, the building is so tall up close that the effect is somewhat lost, but the attempt to use technology to recreate nature is still impressive. If nothing else, designs such as these demonstrate that Wright’s residential and commercial designs had more in common with each other than originally thought.

**Sources:**
Questions

1) The author’s main purpose in writing this passage is to

A. refute the opinion of most architectural critics that Frank Lloyd Wright put more effort into his residential projects than he did in his commercial projects
B. prove that Frank Lloyd Wright celebrated technology in both his commercial and residential projects
C. analyze several viewpoints about nature’s influence in Frank Lloyd Wright’s works
D. disprove a common belief about two types of Frank Lloyd Wright’s work
E. challenge the belief that only some of Frank Lloyd Wright’s designs celebrate nature

2) As used in paragraph 1, the word chasm most nearly means

A. a divide
B. an abyss
C. an analysis
D. an opinion
E. a design

3) According to the passage, the central difference between Frank Lloyd Wright’s residential and commercial buildings is that

A. the residential buildings were not usually on city streets
B. the commercial buildings had hidden entrances
C. the residential buildings let in less natural light
D. the commercial buildings have less connection to nature
E. the residential buildings are less straightforward

4) It can be inferred from paragraph 3 that Frank Lloyd Wright believed

A. a commercial space should look as professional as possible
B. all domestic homes should be monuments to nature
C. a building’s function should influence its form
D. technology would never be able to stand out from nature
E. most office buildings did not allow in enough light

5) According to the passage, which of the following is true about the Price Tower?

A. It blends into the tree-line when seen up close.
B. It housed a company that supplied oil.
C. It was built in Oklahoma.
D. Its design was inspired by its function as an office building.
E. All of the above are true.
**From Necessity to Pastime**

By the mid-nineteenth century, mass production of paper patterns, the emergence of the home sewing machine, and the convenience of mail order catalogs brought fashionable clothing into the American home. By the early twentieth century, home economists working in extension and outreach programs taught women how to use paper patterns to improve the fit and efficiency of new garments as well as how to update existing ones.

Teachers of home economics traditionally made home sewing a critical part of their curriculum, emphasizing self-sufficiency and resourcefulness for young women. However, with the increasing availability of mass-produced clothing in catalogs and department stores, more and more women preferred buying garments to making them. As a result, home economists shifted their attention to consumer education. Through field study, analysis, and research, they became experts on the purchase and preservation of ready-to-wear clothing for the family, offering budgeting instruction targeted at adolescent girls. Modern home sewing made it possible for American women to transcend their economic differences and geographic locations with clothing that was increasingly standardized. The democratization of fashion continued through the twentieth century as the ready-to-wear market expanded and home sewing became more of a pastime than a necessity.

**Sources:**

**Questions**

1) According to the passage, the advent of mail order catalogs altered the role of home economists because

- A. mass-produced clothing rendered their jobs obsolete
- B. women ceased sewing so home economists had to teach other subjects
- C. their focus shifted to instruction on budgeting and buying and preserving clothing
- D. home economists had to compete with the ready-to-wear marketplace
- E. the emphasis on field study and research increased for students in home economics courses
2) The passage focuses on the
A. historical shifts in home sewing from the mid-nineteenth century through the twentieth century
B. changing role of home economists as a result of changes in the world
C. impact of ready-to-wear and mass-produced fashion on home sewing
D. modernization of home sewing
E. effects of home economists on home sewing

3) As used in paragraph 2, which is the best definition for democratization?
A. transitioning to a more democratic political regime
B. altering or modifying in a beneficial way
C. becoming more affordable to the lower class
D. gradually becoming acceptable for an entire nation
E. becoming widely available to a populace

4) Based on information in the passage, it can be inferred that home sewing allowed American women to do all of the following EXCEPT
A. continue to wear clothing that had gone out of style in stores
B. copy fashions they had seen elsewhere
C. create less expensive versions of current styles
D. create garments for pleasure rather than necessity
E. become experts on budgeting and consumerism

5) According to the passage, which of the following led to a decline in home sewing?
I. mail order catalogs
II. the availability of apparel in retail outlets
III. curriculum changes in home economics
A. I only
B. II only
C. I and II only
D. II and III only
E. I, II, and III
Sample 12.1

1) E
Question Type: Inference
The passage opens with an explanation of the similarities between the American and French Revolutions, but the first paragraph ends by wondering how they could be so different. The author wonders, for instance, how “two wars inspired by more or less the same ideals end up so completely different.” This implies that the author believes that the two revolutions should have unfolded in similar ways since they had a few major similarities. Thus, it is suggested that the author believes that the reasons why the French and American Revolutions turned out differently are unanswerable or that historians are not in agreement. As such, choice (E) is correct. Though the rest of the passage explores the different theories about why the French and American Revolutions turned out differently, the first paragraph merely sets up the topic. Thus, it cannot be inferred from that paragraph that the author believes historians have not reached a conclusion on the subject, so choice (A) is incorrect. The author never implies that the French Revolution had the potential to be successful. Instead, he or she only argues that it was not as successful as the American Revolution and tries to explain why. Thus, choice (B) is incorrect. Though the first paragraph does mention two events based on similar philosophies, the author never suggests that it is uncommon for two events to have the same philosophical foundation. Therefore, choice (C) is incorrect. Though the first paragraph does imply that the American Revolution was a success and the French Revolution a failure, the author does not suggest they are high or low points for all of history. Thus, choice (D) is incorrect because it is too extreme.

2) A
Question Type: Global
At the end of the first paragraph, the author asks how it could be possible that the American and French Revolutions, despite having very similar origins, could have radically different conclusions. The next three paragraphs provide possible explanations, but the author never conclusively answers the question. Instead, in providing those theories, the author merely suggests that the questions are unanswerable or that historians are not in agreement. As such, choice (A) is correct. The author never actually puts forth an opinion on why the French and American Revolutions turned out so different. Instead, he or she only provides possible explanations. Additionally, in asking questions about the differences, the author is in no way providing his or her own opinions, so choice (B) is incorrect. Though the author never definitively answers the questions posed in the end of paragraph 1, he or she does not imply that such a condition caused the Reign of Terror. Instead, they serve to anchor the rest of the passage, so choice (C) is incorrect. Though the questions at the end of the first paragraph do introduce the rest of the passage and its main topic, the rest of the first paragraph does not provide clear historical context; nor can the historical context be seen as a detour as it is the first thing cited in the passage. As such, choice (D) is incorrect. Though the rest of the passage does explore possible answers to the two questions posed, the author never definitively answers them. As such, choice (E) is incorrect because the author only provides theoretical answers, not an actual conclusion.

3) B
Question Type: Vocabulary
myriad (noun): a countless or extremely great number.
In the second paragraph, the author states that “historians have pointed to myriad reasons—far too various to be listed here.” Since the list is “far too various,” it implies that there are a very large number of reasons given by historians. Thus, myriad most nearly refers to an uncountable number, and choice (B) is correct. The author uses myriad to describe the reasons historians have given for explaining the differences in the French and American Revolutions. These reasons are well known, not secret, so it does not follow that myriad would refer to an unknowable secret, making choice (A) incorrect. The author uses myriad to describe the reasons historians have given for explaining the differences in the French and American Revolutions. Thus, even though the revolutions themselves may have been rooted in unrealistic ideals, the reasons historians cite certainly are not. Historians would focus on realistic reasons, not idealistic ones, so choice (C) is incorrect. The author uses myriad to describe the reasons historians have given for explaining the differences in the French and American Revolutions. He or she does not imply that these reasons are rare or unusual, though, so it does not follow that myriad refers to an unusually rare occurrence. As such, choice (D) is incorrect. The author uses myriad to describe the reasons historians have given for explaining the differences in the French and American Revolutions, and, though he or she makes clear that there are many reasons, he or she does not suggest that the reasons themselves are large in size. Thus, it does not follow that myriad refers to a very large object, so choice (E) is incorrect.

4) D
Question Type: Detail
To answer this detail question, look for the part of the passage that mentions the Reign of Terror. A good way of doing this is to scan the passage for the phrase, Reign of Terror, which, since it is capitalized, should stand out. In fact, the passage mentions the Reign of Terror in paragraph 4. There, the author states that, because the French could not “put aside their political differences,” “infighting led to inner turmoil, civil war, and eventually the Reign of Terror.” Thus, the author implies that the Reign of Terror happened because of infighting among the French Revolution’s leaders, making choice (D) correct. In the fourth paragraph, the author makes it clear that the Reign of Terror was part of the French Revolution, not the American Revolution. For this reason, choices (A) and (B) are incorrect. Though the author discussed the decision to kill the king in paragraph 3, but the Reign of Terror is mentioned in paragraph 4. Because of this, choice (C) is incorrect. Though the author does mention social stratification in France in the fourth paragraph, he or she does not imply that such a condition caused the Reign of Terror. Instead, he or she implies that the Reign of Terror was caused by “infighting” amongst the revolutionaries, so choice (E) is incorrect.

5) C
Question Type: Global
The final three paragraphs of the passage present “the most frequently cited” explanations for why the two revolutions turned out differently. These include how “far removed from the Old World” the American Revolution was, as opposed to the French Revolution; “the fact that Americans already saw themselves as something other than British subjects” while the French did not necessarily see themselves as something other than the king’s subjects; and the fact that “the French were not as unified as the
Americans, who, for the most part, put aside their political differences until after they had already formed a new nation. Choice (C) is correct because it provides the list that is closest to these three explanations. Choice (A) is incorrect because the author never suggests that there was social equality in America; instead, he or she only implies that Americans saw themselves as something other than English, not that they all believed they were equal. Though choice (B) provides three explanations that are true, according to the passage, it overlooks the first explanation the author cites in the passage, namely that the fact that France was in Europe hurt the chances of success of the French Revolution. Choice (D) is incorrect because it suggests that both the Americans and French were divided over the issue of the revolution; but, in fact, the fourth paragraph implies that the Americans were more unified than the French were. Choice (E) is incorrect because the author never discusses the geographies of America or France; instead, he or she only describes their locations relative to Europe, not their overall terrain or layouts.

6) A Question Type: Vocabulary
stratification (noun): a hierarchical or vertical division of society based on rank, caste, or class.
The fourth paragraph discusses the fact that France was not unified and "had so much stratification that it was impossible to unite all of [the French]—the workers, the peasants, the middle-class, the nobles, the clergy—into one cause." Because the passage makes clear that French society had several layers, none of which could be unified or put together, it implies that stratification refers to social inequality. This means choice (A) is correct. The fourth paragraph does make clear that there were several differences between the various groups in France. However, these differences are differences of class—"peasants, the middle-class, the nobles"—not physical differences such as appearance. Therefore, choice (B) is incorrect. In the fourth paragraph, the author uses stratification to describe the state of France. He or she makes it clear that "the French were not as unified as the Americans," so it would not make sense to infer that stratification, which describes the French, would relate to social cohesion, so choice (C) is incorrect. The fourth paragraph does make clear that there were several differences between the various groups in France. However, these differences are differences of class—"peasants, the middle-class, the nobles"—not necessarily differences of physical space. Therefore, choice (D) is incorrect. Though the author does use stratification to describe the society of France, he or she does not imply that stratification in general refers to social interactions. Instead, he or she implies that it refers to social differences or inequalities. Therefore, choice (E) is incorrect.

Sample 12.2
1) D  Question Type: Global
In the first paragraph, the author writes, "many have…agreed that there is…an unbridgeable gap between [Frank Lloyd Wright’s] residential and commercial buildings." This lets us know there is a common belief about two types of Frank Lloyd Wright’s work. Next, the author writes, "In fact, all of his architectural designs show off his belief in a world governed by technology but indebted to nature." The phrase, "in fact," lets us know that the author will try to disprove this common belief. In paragraph 2, the author tries to disprove this belief by referencing Wright’s domestic homes. In paragraph 3, the author tries to disprove this belief by referencing Wright’s commercial buildings. Using this information, we can tell that the author’s main purpose in writing this passage is to disprove a common belief about two types of Frank Lloyd Wright’s work. Therefore (D) is correct. In this passage, the author spends an equal amount of time commenting on Frank Lloyd Wright’s residential and commercial projects. The author equally points out some highlights of both types of projects. This lets us know that the author’s main purpose is not to refute the opinion of most architectural critics that Frank Lloyd Wright put more effort into his residential projects than he did in his commercial projects. This means (A) is incorrect. At the end of the first paragraph, the author writes, "In fact, all of his architectural designs show off his belief in a world governed by technology but indebted to nature, and all his buildings are really monuments to man’s place in the natural world." From this, we can tell that Frank Lloyd Wright felt that technology was indebted to nature, and therefore nature should be celebrated. This lets us know that the author’s main purpose in writing this passage is not to prove that Frank Lloyd Wright celebrated technology in both his commercial and residential projects. Therefore (B) is incorrect. The author never mentions any other viewpoints about influences on Frank Lloyd Wright’s work. Because the writer only gives his or her viewpoint, we can tell that the author’s main purpose in writing this passage is not to analyze several viewpoints about nature’s influence on Frank Lloyd Wright’s work. This means (C) is incorrect. The author writes about how in the design of Frank Lloyd Wright’s domestic buildings and “…his commercial buildings, too, there exists a great deal of nature’s influence." This lets us know that the author’s main purpose in writing this passage is not to challenge the belief that only some of Frank Lloyd Wright’s designs celebrate nature. Therefore (E) is incorrect.

2) A  Question Type: Vocabulary
chasm (noun): a pronounced difference, gap, or divide between people, viewpoints, or feelings.
In the first paragraph, the author writes, “Over the past half a century, many have erroneously agreed that there is a chasm in Frank Lloyd Wright’s work...” We can use context clues—hints from known words or phrases around the unknown word or phrase—to help us figure out what the word chasm most nearly means. The second part of this sentence reads, “...an unbridgeable gap between his residential and commercial buildings.” Because the comma that separates these two quotations lets us know that the second part explains something about the first, we can tell that the “chasm in Frank Lloyd Wright’s work” is also an “unbridgeable gap.” Since a gap and a divide are synonymous, as used in paragraph 1, the word chasm most nearly means a divide. This means (A) is correct. Using the above information, we can tell that a chasm is a gap or a divide between two things. An abyss is a deep hole. A gap or divide might be created by an abyss, but many other things can also create divides. Because an abyss is not the same thing as a gap, we can tell that the word chasm does not most nearly mean an abyss. Therefore (B) is incorrect. Using the above information, we can tell that a chasm is a gap or a divide between two things. An analysis is an interpretation, not a gap or a divide, so we can tell that the word chasm does not most nearly mean an analysis. This means (C) is incorrect. Using the above information, we can tell that a chasm is a gap or a divide between two things. Because an opinion is a thought or statement that relays a preference, we can tell that it is not the same thing as a gap or a divide. This lets us know that the word chasm does not most nearly mean an
opinion. Therefore (D) is incorrect. Using the above information, we can tell that a chasm is a gap or a divide between two things. Because a design is a plan, we can tell that it is not the same thing as a gap or a divide. This lets us know that the word chasm does not most nearly mean a design, and (E) is incorrect.

3) E
Question Type: Inference
In paragraph 3, the author writes, "In his commercial buildings...the spaces are more straightforward than the domestic spaces." This lets us know that a chasm is a gap or a divide between two things. Therefore (E) is correct. The passage does not provide information to support choices (A), (B), (C), or (D). Therefore they are incorrect.

4) C
Question Type: Inference
In paragraph 3, the author writes, "Though the spaces are more straightforward than the domestic spaces (entrances are not hidden, for instance), as their functions necessitated..." At the end of this quotation, the author implies that the function of a commercial space necessitates a different type of form; in this case, the necessity for more obvious entrances. Using this information, from paragraph 3, it can be inferred that Frank Lloyd Wright believed that a building’s function should influence its form. This lets us know that (C) is correct. The passage does not provide information to support choices (A), (B), (D), or (E). Therefore they are incorrect.

5) C
Question Type: Detail
In paragraph 3, the author writes, "Still more clearly connected to nature is Wright’s Price Tower in Oklahoma." Since the Price Tower is in Oklahoma, we can tell it was built in the same state. This means (C) is correct. The passage does not provide information to support choices (A), (B), (D), or (E). Therefore they are incorrect.

Sample 12.3

1) C
Question Type: Detail
In paragraph 1, the author states that "the convenience of mail order catalogs brought fashionable clothing into the American home." In paragraph 2, the author explains the effects of these mail order catalogs: "With the increasing availability of mass-produced clothing in catalogs and department stores, more and more women preferred buying garments to making them. As a result, home economists shifted their attention to consumer education." This means that because mail order catalogs made mass-produced clothing readily available, home economists had to shift their focus from sewing to consumer education. The author further elaborates that this consumer education consisted of information about the purchase and preservation of ready-to-wear clothing for the family, and they also offered budgeting instruction targeted at adolescent girls." This means that the advent of mail order catalogs altered the role of home economists because their focus shifted to instruction on purchasing and preserving clothing. Therefore (C) is correct. Although mass-produced clothing changed the focus of the curriculum of home economists, the passage does not suggest that it rendered their jobs obsolete, or completely useless. This means (A) is not the best choice. Though women stopped sewing as much, the passage does not suggest they ceased sewing entirely. Furthermore, home economists did not have to teach other subjects; they were still able to adapt their courses to the changing world by becoming "experts on the purchase and preservation of ready-to-wear clothing for the family," and they also offered “budgeting instruction targeted at adolescent girls.” This means (B) is correct. The passage does not provide information to support choices (A), (C), (D), or (E). Therefore they are incorrect.

2) B
Question Type: Global
The main idea of a passage is its key concept or argument. Throughout the passage, the author describes the changing role of home economists. In paragraph 1, he or she identifies the role of home economists in the early twentieth century: “Home economists working in extension and outreach programs taught women how to use paper patterns to improve the fit and efficiency of new garments as well as how to update existing ones.” In paragraph 2, the author writes: “Teachers of home economics traditionally made home sewing a critical part of their curriculum, emphasizing self-sufficiency and resourcefulness for young women,” but that as a result of the mass-production of clothing, their role changed. Specifically, the author writes that “home economists shifted their attention to consumer education. Through field study, analysis, and research, they became experts on the purchase and preservation of ready-to-wear clothing for the family, offering budgeting instruction targeted at adolescent girls.” From this information, we can understand that the passage focuses on the changing role of home economists as a result of the changing world. Therefore (B) is correct. While the passage does provide information about the ideas listed in choices (A), (C), and (D), they do not mention the role of home economists in home sewing, which is the more specific focus throughout the passage. Because they are too general, they are incorrect. The passage does discuss home economists and home sewing, but it considers the effects of a changing world on the role of home economists and on home sewing rather than the effects of home economists themselves on home sewing. This eliminates (E).

3) E
Question Type: Vocabulary
democratization (noun): the act or process of making something more accessible to everyone.
In paragraph 2, the author writes: “The democratization of fashion continued through the twentieth century as the ready-to-wear market expanded and home sewing became more of a pastime than a necessity.” To infer the meaning of democratization, however, we must look at the preceding sentence: “Modern home sewing made it possible for American women to transcend their economic differences and geographic locations with clothing that was increasingly standardized.” This tells us that the “democratization of fashion” refers to the fact that modern home sewing meant that American women with different amounts of money and in different locations could all more or less make similar clothing. In other words, the democratization of fashion refers to the fact that fashion became widely available to many different people. This means that becoming widely available to a populace is a good definition for democratization in this context. Therefore (E) is correct. The passage does not discuss politics at all, so transitioning to a more democratic political regime is not a good definition in this context. This means (A) is incorrect. Although some may consider the democratization of fashion to be beneficial, the context does not imply that democratization necessarily means altering or modifying in a beneficial way. It only implies that something becomes more widespread. This eliminates (B). While the passage suggests that the democratization of fashion included fashion becoming more affordable to the lower class, it also included women in different places being able to acquire the same fashions. This means (C) is incorrect. Democratization does not necessarily mean gradually becoming acceptable for an entire nation, as we do not know whether the fashions were acceptable for the entire nation. We do know, however, that they became widely available. Therefore (D) is incorrect.

4) E
Question Type: Inference
Paragraph 2 states that once mass-produced clothing became widely available, “home economists shifted their attention to consumer education” and “became experts on the purchase and preservation of ready-to-wear clothing for the family, offering budgeting instruction targeted at adolescent girls.” Home sewing did not allow American women to become experts on budgeting and consumerism. Instead, the changing world caused home economists to become experts on budgeting and consumerism. Therefore (E) is correct. Based on information in the passage, it can be inferred that home sewing allowed American women to have more control over the cost and type of clothing they created, so choices (A), (B), (C), and (D) are incorrect.

5) C
Question Type: Detail
In paragraph 2, the author writes: “With the increasing availability of mass-produced clothing in catalogs and department stores, more and more women preferred buying garments rather than making them.” This means that both mail order catalogs and the availability of apparel in retail outlets led to a decline in home sewing. This supports option (I) and option (II). The passage states that home economics teachers had to change their curriculum because most women preferred to buy their clothing rather than make it. The change in curriculum did not affect home sewing; instead, the change in home sewing affected the curriculum. This eliminates option (III). Therefore (C) is correct.