Reading Comprehension: passage organization

An organization question asks how the passage is built — the sequence of moves. . .

Lesson grev.rc.R7

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The idea

An organization question asks how the passage is built — the sequence of moves it makes, not the topic it covers. Read for structural verbs and their order: does the passage state a familiar view and then challenge it, raise an objection and rebut it, draw a distinction and derive a consequence, or assert a claim and illustrate it?

What are the passage's structural MOVES, and in what ORDER does it make them?

Sketch the moves as a short ordered list (state, challenge, propose; or object, concede, rebut) before reading options.

Watch every step

We hear music as a succession of sounds, and so it is. But ask a performer what she labors over, and as often as not it is the silences, the held rest before the theme returns, the breath that makes the next phrase land. Sound without silence is only noise; the silences are what carve the sound into meaning. To listen for the notes alone is to read a poem while skipping its line breaks. The music lives as much in what is withheld as in what is played.

The passage develops its point by

A. recounting a single performer's account of one rest. ✗ *part-as-whole*

B. diagramming the notation used to mark rests in a score. ✗ *element-not-present*

C. beginning with the overlooked silences and only later admitting that music is sound. ✗ *reverses-order*

D. arguing that music and noise are ultimately the same thing. ✗ *mislabels-move*

E. granting the obvious view, redirecting attention to an overlooked element, and generalizing the point.

Why E — "granting the obvious view, redirecting attention to an. . . ." Choose the option that names the actual moves in the actual sequence.

Now a harder one

An invasive species, the phrase implies, is a villain to be repelled. Yet consider the honeybee, an import on nearly every continent it now pollinates, or the earthworms that enrich soils they were carried into. Some newcomers wreck the places they arrive; others quietly become the ground others stand on. The useful question is not whether a species is native but what, here and now, it actually does. 'Invasive' names a passport, not a verdict, and we have too often mistaken the one for the other.

The passage is organized by

A. tallying the economic damage caused by invasive species. ✗ *element-not-present*

B. proposing its own criterion first and raising the loaded label only at the close. ✗ *reverses-order*

C. questioning a loaded label, offering counterexamples, and proposing a more useful criterion.

D. recounting the spread of the honeybee across continents. ✗ *part-as-whole*

E. conceding that invasive species are uniformly harmful. ✗ *mislabels-move*

Why C — "questioning a loaded label, offering counterexamples, and. . . ." Choose the option that names the actual moves in the actual sequence.

The method, in one line

Reading Comprehension: passage organization

Sketch the moves as a short ordered list (state, challenge, propose; or object, concede, rebut) before reading options.

Is the order right (not reversed)? Is each move labeled correctly (rebuttal vs abandonment)? Does the option describe the whole, and only elements actually present?

Watch out: two traps to dodge

reverses-order

Names the structural moves in the wrong sequence — putting the conclusion before the question, or the alternative before the familiar view it replaces.

mislabels-move

Misidentifies what a move does — treating a rebuttal as an abandonment, a qualification as a refutation, or a comparison as a ranking.

Name the trap before you pick — most wrong answers are one of these two.

Try it, then watch the walk-through

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Watch the walk-through