

The White Board

MATERIALS NEEDED

- English dictionary
- Thesaurus
- Blank or lined paper
- Highlighter

KEY ASSIGNMENTS

- Test Questions

ASSESSMENT (Place ✓ for each requirement)

All Assignments are complete _____

Test Questions Passed with 100% _____

Final Unit Assessment _____ (P/NP)

P=Pass

NP=No Pass

Tech in Testing
Unit 3

Name: _____

Teacher: _____

NOW, IT'S YOUR TURN:

First, always read the **entire** text. **Number** each of the 12 sentences.

Astronomers have just found the best evidence yet of an entire ocean in an extremely unlikely place — on Pluto. The dwarf planet is located at the dark outskirts of the solar system. There, nitrogen and other unstable gases freeze solid, and water turns to rock-hard ice. For decades scientists have theorized how that ice might act as an insulator, preserving remains of warmth and moisture deep within Pluto and other objects so far from the sun. But there was not enough data to confirm such wild speculations. All that changed when NASA's New Horizons mission flew by Pluto last year. The probe saw many wonders on the dwarf planet, but the brightest and most striking feature was a 1,600-kilometer-wide (1,000-mile-wide) heart-shaped plain. The heart is called "Tombaugh Regio" after Clyde Tombaugh, the American astronomer who discovered Pluto. Cracks around Tombaugh Regio and other parts of the planet could be evidence of a subsurface layer of watery slush. This layer might be slowly solidifying, breaking up the surface as it expands like ice cubes in a freezer. The cracks could also have other, drier causes. Now, however, two studies published on Wednesday in "Nature" are strengthening the case that Pluto's icy heart contains a warmer, wetter inner world.

What will you say in your head? What are your thoughts as you read the text?

What is the **main idea** (otherwise known as the central idea)?

Highlight the sentence that best supports your conclusion.

PRACTICE TEST QUESTION: The question has 2 parts:



PART A:

Based on the text, what conclusion can be drawn about the planet, Pluto?

- a) Pluto has a stormy climate.
- b) Scientists found evidence of an underground ocean on Pluto.
- c) Scientists know very little about Pluto.
- d) Astronomers study the planets.

PART B:

Which sentence from the text best supports your answer for Part A?

- a) The dwarf planet is located at the dark outskirts of the solar system.
- b) The probe saw many wonders on the dwarf planet, but the brightest and most striking feature was a 1,600-kilometer-wide (1,000-mile-wide) heart-shaped plain.
- c) This layer might be slowly solidifying, breaking up the surface as it expands like ice cubes in a freezer.
- d) Astronomers have just found the best evidence yet of an entire ocean in an extremely unlikely place — on Pluto.



WARNING: On the test, if you answer the first part of a question wrong, you will **always** get the second part of the question wrong, too. In other words, the only way to get these types of questions correct is by answering **both parts correctly**.

Common Types of Informational Text Structure

Structure	Description	Examples	Signal Words
Sequence	Information or arguments are constructed in a chain, so that the writer can lay out steps in a process, series of events, or a hierarchy.	<ul style="list-style-type: none"> • Recipes • Directions in a manual for using an appliance • A timeline for product development • Steps to follow in a workplace process 	first, next, last, another, then, finally, before, preceding, following, additionally.
Comparison /Contrast	Describes similarities or differences between objects, places or events, and the similar or different qualities are linked back and forth.	<ul style="list-style-type: none"> • Sports pre-game stories about two opposing teams • News articles explaining candidates' positions on issues • Descriptions of multiple health insurance options • Advertisements for work-related tools or products 	like, similar to, unlike, in contrast, whereas, while, although, different from, as opposed to, instead of, however, as well as, either/or.
Description	Explains a topic, often in considerable detail. Often the text is broken into sections, each with a main idea and details that elaborate on it.	<ul style="list-style-type: none"> • Information sheets about products for sale, such as a car, an appliance, a house, etc. • Articles on things to do at a vacation destination • Sections of an employee manual that discuss workplace policies 	for example, in particular, for instance, to illustrate, such as, most important, another.
Cause /Effect	Focused on an event or occurrence, the writer names the event/occurrence and then tells the effects it has (on other events, on people, etc.) or the writer names the event/occurrence and then tells what caused it to happen.	<ul style="list-style-type: none"> • An editorial discussing the possible consequences of implementing a policy • A troubleshooting guide for the office copy machine that outlines possible causes of malfunctions • Warning labels naming possible side effects of using a product 	therefore, as a result, lead(s) to, because of, in order to, for these reasons, thus, if-then, may be due to.
Problem Solution	Presents a problem and several possible solutions. The author may also describe the pros and cons of each solution.	<ul style="list-style-type: none"> • An newspaper editorial outlining a current difficulty, proposing some solutions and advocating for one of them • A workplace memo stating why a certain rule has been put in place • A political speech proposing a remedy for a troubling situation 	the problem is, the difficulty is, it is possible to, if-then, one challenge is, therefore.

After watching the video and reading the chart on page 19:

1. What are the **five types** of text structures?

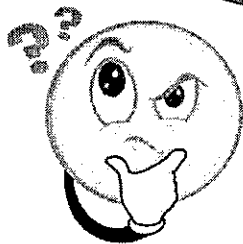
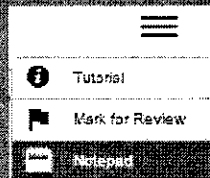
2. Why is it **important** for you to be able to identify text structures?

3. What is **one example** of a text with a **Cause/Effect structure**?

4. What are **4 signal words** for a text with a **Description structure**?

5. What does a text with a **Problem/Solution structure** do?

TIP: When you are reading longer pieces of text during the test, write the **type of text structure** using the **Notepad tool**.



PRACTICE:

DIRECTIONS: First, read the text. Second, highlight all signal words. Finally, write the type of text structure on the line.

Text #1 – “Chemical and Physical Changes” All matter, all things can be changed in two ways: chemically and physically. Both chemical and physical changes affect the state of matter. Physical changes are those that do not change the make-up or identity of the matter. For example, clay will bend or flatten if squeezed, but it will still be clay. Changing the shape of clay is a physical change, and does not change the matter’s identity. Chemical changes turn the matter into a new kind of matter with different properties. For example, when paper is burnt, it becomes ash and will never be paper again. The difference between them is that physical changes are temporary or only last for a little while, and chemical changes are permanent, which means they last forever. Physical and chemical changes both affect the state of matter.

Type of Text Structure: _____

Text #2 – “The Best PB & J Ever” When I got home from school after a long boring day, I took out the peanut butter, jelly, and bread. After taking the lid off of the jars, I spread the peanut butter on one side of the bread and the jelly on the other, and then I put the two pieces of bread together. After that, I enjoyed it while watching “Cops” on the TV. I swear, that was the best peanut butter and jelly sandwich I ever ate.

Type of Text Structure: _____

Text #3 – “Bobby Fischer” Robert James Fischer was born in Chicago but unlocked the secrets of chess in a Brooklyn apartment right above a candy store. At the age of six he taught himself to play by following the instruction booklet that came with his chess board. After spending much of his childhood in chess clubs, Fischer said that, “One day, I just got good.” That may be a bit of an understatement. At the age of 13 he won the U.S. Junior Chess Championship, becoming the youngest Junior Champion ever. At the age of 14 he won the U.S. Championship and became the youngest U.S. Champion in history. Fischer would go on to become the World Champion of chess, but he would also grow to become his own worst enemy. Instead of defending the title, he forfeited it to the next challenger without even making a move, and the rise of a chess superstar ended with a fizzle.

Type of Text Structure: _____

Text #4 – “Save the Tigers” Dr. Miller doesn’t want the tigers to vanish. These majestic beasts are disappearing at an alarming rate. Dr. Miller thinks that we should write to our congress people. If we let them know that we demand the preservation of this species, maybe we can make a difference. Dr. Miller also thinks that we should donate to Save the Tigers. Our donations will help to support and empower those who are fighting the hardest to preserve the tigers. We owe it to our grandchildren to do something.

Type of Text Structure: _____

Text #5 – “The Great Recession” Many people are confused about why our economy went to shambles in 2008. The crisis was actually the result of a combination of many complex factors. First, easy credit conditions allowed people who were high-risk or unworthy of credit to borrow, and even people who had no income were eligible for large loans. Second, banks would bundle these toxic loans and sell them as packages on the financial market. Third, large insurance firms backed these packages, misrepresenting these high-risk loans as safe investments. Fourth, because of the ease of acquiring credit and the rapid growth in the housing market, people were buying two or three houses, intending to sell them for more than they paid. All of these factors created bubbles of speculation. These bubbles burst, sending the whole market into a downward spiral, causing employers to lose capital and lay off employees. Consumer spending then plummeted and most businesses suffered. The economy is like a big boat, and once it gets moving quickly in the wrong direction, it’s hard to turn it around.

Type of Text Structure: _____

Text #6 – “Screen Protector” Before applying the screen protector, clean the surface of your phone’s screen with a soft cloth. Once the surface of your screen is clean, remove the paper backing on the screen protector. Evenly apply the sticky side of the screen protector to your phone’s screen. Smooth out any air bubble trapped on between the protector and the phone screen. Enjoy the added protection.

Type of Text Structure: _____



Look back at the directions. Did you **highlight all of the signal words**?



**YOUR TEACHER IS GOING TO QUIZ YOU ON
THE TEXT STRUCTURE CHART ON PAGE 19.**

CONTENT AND PURPOSE:

Now, you understand the **structure of different texts**. It's time to look at how the structure **impacts the meaning of a text**.

REMEMBER: Everything in a text has a purpose!

DEFINITIONS:

Content: what the text **says**

Example: School lunches need to be reformed to improve students' health.

Purpose: what the text **does**

Example: The text makes a recommendation for how to improve students' health.

It's time to practice finding the content and purpose!

DIRECTIONS: Read the text. The first two Content/Purpose boxes are filled out for you. You need to fill in the Content and Purpose in the boxes after that with complete sentences.

Dream Jobs: Probation officer

Leo Benedictus, The Guardian, adapted by Newsela staff

Paragraph 1: Ask people why they do the job they do, and they will often rummage lengthily for an answer. Ask Kelly Grice, however, as I just have, and the response is clear and immediate. "I'm actually really attached to this job," she says. "It's the kind of job that, at the end of the week, as hectic as it will always be, I'll have that sense of having actually achieved something. I've done something that has had an impact on someone, or has made a meaningful contribution in some way."

Content: *Kelly Grice believes her job as a probation officer is meaningful.*

Purpose: *The author is introducing the idea that being a probation officer has its benefits. The author is making it more personal by including quotations from a probation officer.*

Paragraph 2: Though firmly made, this is something of an understatement. By working with offenders to help them stop offending, probation officers are actually required to transform people's lives. Indeed it would be hard for them not to. At the end of one of Grice's weeks, her advice to a court might have sent somebody to prison – or kept them free to find another victim. Surely there are very few jobs where the impact of being wrong is greater, and yet the odds of always being right are so vanishingly slim. At times, being a probation officer feels like working for the National Scapegoat Service.

Content: *Probation officers are required to transform peoples' lives, but sometimes might make mistakes.*

Purpose: *The author wants to explain that being a probation officer is meaningful, but it is also very stressful. Being a probation officer might feel like "working for the National Scapegoat Service" because you might have a part in sending or not sending someone back to prison.*

Paragraph 3: "Our job is strange in that when it goes right, nothing happens," Grice agrees, as we face each other in a meeting room at Cannock Magistrates Court, north of Birmingham, which she is visiting today. "But when it goes wrong," she adds, "then it's a big media situation." On such rare occasions, with all the oversight and teamwork that surrounds the job, it would be almost impossible for one person to be held solely responsible. Yet probation officers must still learn to live with that pressure. No wonder Grice expects me to be surprised that she enjoys being one so much.

Content: *Being a probation officer is _____ because they must live with the pressure of something going wrong.*

Purpose: *The author shows that being a probation officer is complex because _____*

Paragraph 4: "It is a thankless job, to a certain extent," she says, her hands composed neatly on the tabletop. "You don't do this for the money. You don't do it because it's a popular job and people will be impressed at parties. It's a job that you do because you enjoy having that contribution, I think." It is also, a job that does need doing, even if many people would prefer to see offenders suffer rather than redeem themselves.

Paragraph 5: "There has to be an alternative to prison," Grice says. "You can't just lock everybody up." Yet, having agreed to let some criminals out, the idea persists that probation officers, bewitched by the offenders' charm, and their own ideals, are soft on them. And, as a young woman with a psychology degree who talks placidly about "challenges" and "making choices", Grice would no doubt slot neatly into the stereotype.

<p>Content: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Purpose: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Paragraph 6: Yet, as she points out, helping released prisoners to build better lives is an essential part of protecting people from them. "A lot of the general public want people removed from the community," she says. "But making people feel not wanted is only going to escalate their risk. If they've got a job and good accommodation, then you've given them something that they don't want to lose ... The public perception is that we're there to hold offenders' hands and look after them and make sure they get whatever they want, but it's not like that."

Paragraph 7: And certainly the offenders themselves do not see it that way. "When they don't want to engage at all, they will generally walk through the door and say, 'You can't make me do anything'. I hear that a lot," Grice says, without altering her even tone. "And I always reply to them, 'No, you're right. I can't make you talk to me about anything.' What I suggest to them is that if they don't want to engage in that order, then the court can sentence them to something that might be more appropriate. But what I ask of them is that if they make the choice to come to the office, they make the choice to talk and do some work." Cooperate or go to prison, then, is still the message. You just have to deliver it correctly.

Content: _____ _____ _____
Purpose: _____ _____ _____

Paragraph 8: Despite doing her best to influence such people for the better, it is also important for Grice to accept that her best will often not be good enough. "Sometimes you can have an offender that won't work well, say, with a female officer," she says, "or won't work well with a younger officer ... We can have a very difficult time with male domestic violence offenders who are very controlling." Yet when I present her with the wearily familiar story of the drug addict, most often, who repeatedly reoffends, she insists there can still be grounds for optimism – or at least no grounds for giving up. "Without probation intervention," she says patiently, "they may have been back quicker. The fact they didn't offend for a year, that's a year's less victims. I would see that as still worthwhile."

Paragraph 9: And in some wonderful cases, of course, even repeat offenders do start to see things differently. "I have somebody on my caseload at the moment who has kind of made a career out of being a criminal," she says, suddenly more animated. "They've been in and out of prison for very many years, because of drug addiction. But this person is now absolutely thriving." She pauses to consider whether she is confident about her next comment. Then she decides she is. "And I do think they won't come back again. They've found their reason to change," she says.

Content: _____ _____ _____
Purpose: _____ _____ _____

Power Standard #7

Writing-3: I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

EXPLANATION OF STANDARD:

You need to be able to **revise** a text by doing these things:

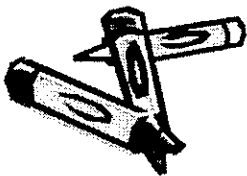
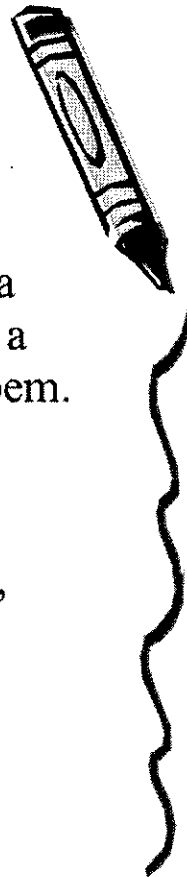
- Understand the components of a **narrative**
- Change the **sequence** of sentences to maintain coherence



So, how do you do that? Keep reading to find out!

What is a Narrative ?

- The most important thing to remember about a narrative essay is that it tells a story. It can be a short story, a novel, a drama, or a narrative poem.
- The author may write about
 - an experience or event from his or her past
 - something that happened to somebody else, such as a friend, parent or a grandparent
 - a recent or an ongoing experience or event



USING DESCRIPTION IN NARRATIVE WRITING:

Narrative writing **tells a story**. You can visualize a narrative essay moving in two directions- forward, where the sequence of events is narrated, and vertically, where time lingers and the narration is focused on description.

Directions: Create vertical time with descriptive sentences. Use imagery and sensory details in your sentences; feel free to make stuff up. **WRITE COMPLETE SENTENCES!**

I was walking through a dark alley.

1. _____
2. _____
3. _____

I heard a dog barking.

1. _____
2. _____
3. _____

Suddenly, I saw a man crouched by a dumpster.

1. _____
2. _____
3. _____

He started chasing me.

1. _____
2. _____
3. _____