

New Bedford Public Schools
Division of Adult & Continuing Education

New Bedford High School Evening Extension

2019 – 2020 School Year
Trimester III

Learning Packet #5
for
English I /II

Teacher: *Ms. Jennifer Baker*
New Bedford High School Evening Extension
230 Hathaway Boulevard
New Bedford, MA 02740
jibaker@newbedfordschools.org

Email Ms. Baker with questions/concerns regarding
this packet at the email address listed above.

Due date: May 6, 2020

Name _____ Date _____

RI.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Informational Text

When writing, an author structures his/her writing in a certain way to keep the writing organized so the reading is easier for a reader to understand. Here are five text structures that authors use to fulfill their purpose which is to either persuade, inform, or entertain.

ANCHOR CHART:
TEXT STRUCTURES

Text Structure	Signal Words	Graphic Organizer
Description	<ul style="list-style-type: none"> for example specifically for instance in addition 	
Sequence & Order	<ul style="list-style-type: none"> first second next last then before finally 	
Compare & Contrast	<ul style="list-style-type: none"> similar alike different both unlike just like on the other hand 	
Cause & Effect	<ul style="list-style-type: none"> because so since due to if then as a result consequently 	
Problem & Solution	<ul style="list-style-type: none"> problem solve because of so conflict resolve therefore due to issue leads to as a result 	

www.sassysavvysimpleteaching.com

So, why is the author writing this piece? Is it to solve a problem, compare and contrast something, or etc.

Well, how does the author do that? The author uses certain text features to support the correct text structure. For example, there may be no subheadings in a descriptive text because they are not needed; however, you may have two subheadings for compare and contrast – one for comparing two things and one for contrasting two things.

ANCHOR CHART: TEXT FEATURES

Text Features	
Table of contents	Gives the topics/headings and page numbers of information and topics.
Headings	Bold words that state what the paragraphs or sections will be about.
Photographs	To show the reader how things look in real life.
Labels	Words that tell about a specific part of a picture or diagram.
Captions	Sentences describing the photograph. Tells who what & when about the photograph.
diagrams	Labeled picture that shows the part of something.
maps	Pictures that show the location of the topic being discussed.
timelines	A chart that shows past events in chronological order. The order in which they happened.
Index	Tells what page to find specific information. Key in the book, abc order.
Glossary	List new or important words in the book with their definition. In order.
bold, Italics Underline words	Words shown in those types of print mean they are important to know

You are going to read the informational text and answer the following questions to choose what Text Features the author uses to create the Text Structure. This will help you to identify whether the author used the text to Persuade, Inform, or Entertain.

The Assignment

1. Read the article and annotate the article
2. Answer the questions

Questions

1. What is the Text Structure of this particular paragraph?

"If the adolescent brain is really good at learning from rewards," Galván said — driving the kinds of thrill-seeking behaviors that otherwise put adults so on edge — "we should leverage that to help them learn." Answer in a CER format.

Claim The answer	Evidence The author states, " ", ().	Reasoning This quote proves ; therefore, .

2. Is this paragraph fact or opinion? Answer in a CER Format.

"That's something youth advocates and educators have known for years. Williams said she has spoken with middle school educators whose concerns were much closer to the ground: What does the newer research mean for students in my school facing issues such as mental illness, family problems, racism, or economic inequality? Mental illness is a health condition that changes a person's thinking, feelings or behavior and that causes the person distress and difficulty in functioning. As with many diseases, mental illness is severe in some cases and mild in others and is not always obvious. People who have mental illnesses can be treated with medication and therapy."

Claim The answer	Evidence The author states, " ", ().	Reasoning This quote proves ; therefore, .

3. What is the text structure of this text? Answer in a CER format.

Claim The answer	Evidence The author states, " ", ().	Reasoning This quote proves ; therefore, .

4. What Text Features did the author use to develop the Text Structure in this text? (Hint: go back to your anchor charts for help with this question.) Answer in a CER format.

Claim The answer	Evidence The author states, " ", ().	Reasoning This quote proves ; therefore, .

Writing Prompt:

Make and support a claim about why someone should read this story. What makes this story worth reading? Make sure you include information about the text structure and text features in your essay. Support your response with specific details from the story. (3-5 paragraph essay, between 300-500 words.)

What teenage brains can teach us about thinking creatively

By Washington Post, adapted by Newsela staff on 05.04.20

Word Count **975**

Level **1230L**



Teens hang out near a fence. A new study says we can learn a lot from how teenage brains work. Photo: Elliott Reyna on Unsplash

They learn second languages and sonatas. They invent dances, coin slang, lead political movements, make Bookstagram and draw millions of views to Minecraft and makeup streams. From cramped city apartments and the finished basements of America's outer suburbs, they generate colossal revenue on YouTube and iterate endlessly on TikTok. The video app's billion-plus users have helped to make parent company ByteDance one of the world's most valuable start-ups.

Why don't teenagers get more credit?

For years, conventional wisdom regarded teens as little more than waterspouts of hormones, swirling from one mishap to another. Then, advancements in neuroscience helped to broaden our understanding of teen behavior. The public learned more about research into the brain's prefrontal cortex, which regulates planning and decision-making and doesn't mature until about age 25. This went a long way toward explaining adolescents' often-impulsive behavior. However, it

left adults more focused on the teenage brain's role in risk-taking rather than its role in learning and creating.

That has frustrated some researchers.

The Unique Neurological Stage Of A Teen Brain

"Oversimplified headlines" and adults' obsession with teenage vulnerability have led to a fundamental misunderstanding of recent science, according to a sprawling report on adolescent development released in 2019 by the National Academies of Sciences, Engineering, and Medicine. Several nonprofits funded the report, including the Bezos Family Foundation, run by the parents of Washington Post owner Jeff Bezos.

The report is part of a growing effort by nonprofits, scientists and policy scholars to reframe how different disciplines, and the general public, think about adolescence. It's true that the "emotional" and "rational" parts of teens' brains develop at different paces. But that's not necessarily a bad thing, researchers say. Fixating on the negatives overlooks the very opportunities that can help teens learn and grow.

The "fearlessness" that concerns adults, said Adriana Galván, director of UCLA's Developmental Neuroscience Laboratory, is "exactly what makes adolescents thrive in the space of creativity and enacting social change."

The teenage brain's characteristics, including its inclination toward taking risks, are what prepare teenagers for adulthood. It's what lends them a sort of superpower in learning, skill acquisition and creativity. Teenage brains are at a unique neurological stage. They retain much of the adaptability of childhood, building up new connections and pruning away unused ones. But they are also starting to gain the adult ability to think abstractly, envision the future, and make social connections, Galván said.

Building And Refining New Connections In The Brain

The prefrontal cortex remains important to adolescent neuroscience, Galván said. However recent research has also focused on the regions that contribute to teenagers' socioemotional development — and the understanding that these regions don't develop in isolation. The prefrontal cortex, the social regions and other parts of the brain are also building and refining new connections between each other, a process just as important as the maturation itself.

In her research, for example, Galván has examined the connection between the brain's striatum, a region associated with reward-seeking behavior, and the hippocampus, associated with learning and memory. Her work suggests that the connection is especially strong in teens and that adolescents are more likely than adults to learn from positive feedback. This could have applications for education, she said.

"If the adolescent brain is really good at learning from rewards," Galván said — driving the kinds of thrill-seeking behaviors that otherwise put adults so on edge — "we should leverage that to help them learn."

Risks, in other words, don't have to always seem harmful, said Joanna Lee Williams, an associate professor at the University of Virginia's Curry School of Education and Human Development and a

contributor to the National Academies report. They can be healthy, too, like deciding to join the marching band.

That doesn't mean lifting all limits on teenage behavior or waving away risks entirely. But parents and educators can start by understanding that not all risks are created equal, Williams and other researchers say — some are crucial for learning and creating.

"The Adolescent Brain Doesn't Develop In Isolation"

Williams acknowledges that comes from a "30,000-foot vantage point." The report's findings won't apply to every argument between adults and teenagers, but, generally, teens' sensitivity to rewards means they might not simply ignore risks, but think of them in positive terms. Parents and educators can take advantage of that, helping them to learn from mistakes rather than leaping straight to punishment.

"The adolescent brain doesn't develop in isolation," said Galván, who also helped review the National Academies report. "It develops in families, it develops in systems and it develops in different environments." Any of those components can change a teenager's growth for better or worse.

That's something youth advocates and educators have known for years. Williams said she has spoken with middle school educators whose concerns were much closer to the ground: What does the newer research mean for students in my school facing issues such as mental illness, family problems, racism, or economic inequality? Mental illness is a health condition that changes a person's thinking, feelings or behavior and that causes the person distress and difficulty in functioning. As with many diseases, mental illness is severe in some cases and mild in others and is not always obvious. People who have mental illnesses can be treated with medication and therapy.

"Just because I believe in the promise of adolescence and adolescence as an age of opportunity," Williams said, "does not mean there aren't also these huge, realistic challenges as well."

She sees teens at the forefront of social movements, injecting energy and new ideas into public life. That has been the case throughout history, she said, and the newer developmental science explains why. She is proud and excited when she sees those changes, but not surprised.

"If more youth had this opportunity," Williams said, "then, of course, we should expect these things."