

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 III

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

Due date: May 13, 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 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 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 	

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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 means 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?

“The groundbreaking 2-1 decision April 23 by the U.S. Court of Appeals for the 6th Circuit - which the plaintiffs' lead attorney Mark Rosenbaum called "thrilling" - effectively sends the lawsuit filed against Michigan state officials in 2016 back to a federal judge in Detroit who had dismissed the complaint in 2018.”

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

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

“In February, California students who can't read won \$53 million for troubled schools in a lawsuit that argued the state had not done enough to ensure that students learn how to read. The settlement, in *Ella T. v. State of California*, said state officials must introduce legislation that will establish a \$50 million block grant program to be used over three years by the state's 75 lowest-performing elementary schools. It also provided \$3 million for the creation of a new position of statewide literacy leader.”

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.)

Court rules students have a constitutional right to a "basic" education

By Valerie Strauss, Washington Post on 04.30.20

Word Count 737

Level MAX



Students walk in the parking lot of their school. A federal court said on April 23 that a basic education is a constitutional right for students. Photo: SDI Productions/Getty Images

A federal appeals court has ruled that students in the low-performing Detroit, Michigan, school system have a right to expect to learn to read and write in their public schools. The justices said that while the Supreme Court has never decided the issue, "we recognize that the Constitution provides a fundamental right to a basic minimum education."

The groundbreaking 2-1 decision April 23 by the U.S. Court of Appeals for the 6th Circuit - which the plaintiffs' lead attorney Mark Rosenbaum called "thrilling" - effectively sends the lawsuit filed against Michigan state officials in 2016 back to a federal judge in Detroit who had dismissed the complaint in 2018.

While the appellate judges said the fundamental right to literacy was "narrow," it does include the skills essential for "basic exercise of other fundamental rights and liberties, most importantly participation in our political system."

"Access to a foundational level of literacy - provided through public education - has an extensive historical legacy and is so central to our political and social system as to be 'implicit in the concept of ordered liberty,' " the justices wrote. "In short, without the literacy provided by a basic minimum education, it is impossible to participate in our democracy."

Michigan Governor Gretchen Whitmer, a Democrat, was the lead defendant in the case. Her press secretary, Tiffany Brown, said in a statement, "While at this point, we are reviewing the court's decision, we would like to underscore two points. 1) Although certain members of the State Board of Education challenged the lower court decision that students did not have a right to read, the Governor did not challenge that ruling on the merits. 2) We've also regularly reinforced that the governor has a strong record on education and has always believed we have a responsibility to teach every child to read."

Rosenbaum said in an email, "This decision affirms that the right to a basic education ensuring access to literacy is far more than an aspiration, but rather is the constitutional birthright of every child. It reveals the power of community that has struggled for decades to have all children receive a fair shot at bettering their circumstances and the necessity of our federal courts to stand up on behalf of those the political process ignores or disdains. Everyone who loves children should celebrate this thrilling victory."

The lawsuit, known as Gary B., et al. v. Whitmer, et al., was filed by students on behalf of students in some of the lowest-performing schools in the Detroit Public Schools system, which has long been troubled. Their underlying case was based on the due process and equal protection clauses of the 14th Amendment.

The suit, which is likely to spark similar ones around the country, argued that students blamed "substandard performance on poor conditions within their classrooms, including missing or unqualified teachers, physically dangerous facilities, and inadequate books and materials." Conditions in the schools, the students said, had deprived them "of a basic minimum education" that allows a chance at foundational literacy.

Attorneys for the defendants, who were Michigan state officials, argued that they were not the proper parties to sue and that district leaders should be the targets of the suit. They also argued on the merits, for example saying that there is no fundamental right to access to literacy.

A federal district court found the defendants were the proper parties to sue, but it dismissed the students' complaint on all of its claims, including the most important of the plaintiff's claims: that a basic minimum education is a fundamental right.

In February, California students who can't read won \$53 million for troubled schools in a lawsuit that argued the state had not done enough to ensure that students learn how to read. The settlement, in *Ella T. v. State of California*, said state officials must introduce legislation that will establish a \$50 million block grant program to be used over three years by the state's 75 lowest-performing elementary schools. It also provided \$3 million for the creation of a new position of statewide literacy leader.

The California case was the first civil rights case brought under a state constitution to establish a right of access to literacy, said Rosenbaum of the advocacy law firm Public Counsel, which sued in

California with the Morrison & Foerster law firm. The case was based on the California Constitution's mandate that all students receive an equal education.