



SUMMER ESSENTIALS

ENGLISH 8 PRACTICE BOOK ANSWER GUIDE



Name: _____

Welcome to your Summer Essentials Practice Book! This book is designed to support your learning this summer during the weeks of June 29 - July 31. In this book you will have opportunities to:

- Practice and apply reading, writing and word study skills from the past school year
- Engage in open-ended creative tasks through Learning Quests

This practice book focuses on essential skills in reading, writing, word study, mechanics, and vocabulary and has suggested activities for you to complete each weekday over the next five weeks. Take a few moments to look at the calendar on page 3 and explore the book with your family. Learning Quests are included for you at the end of the book. You can complete the quests and share your learning with family and friends. As you use this book, keep in mind:

- Practice books reinforce the most important skills needed as readers and writers. It is recommended that you engage in this review this summer; practice books will not be collected or graded.
- Practice books and answer guides are posted to FCPS 24/7 Learning Blackboard. Answer guides are not mailed.
- You have the opportunity to attend one virtual office hour each week with a teacher from your school. Office hours are optional and give you the chance to receive help with the content in this practice book. Please contact your school if you have questions about office hour details.

Usen este enlace para obtener la información en español.

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استخدم هذا الرابط للوصول إلى المعلومات باللغة العربية.

请使用本链接获得中文信息。

از طریق این لینک برای دسترسی به این اطلاعات به زبان فارسی استفاده کنید.

이러한 정보를 한국어로 확인하려면 다음 링크를 이용하기 바랍니다.

اردو زبان میں معلومات حاصل کرنے کے لیے، یہ لنک استعمال کریں

Hãy dùng liên kết này để truy cập thông tin này bằng tiếng Việt :

Message to families: <https://www.fcps.edu/node/41224>

WEEK 1: JUNE 29, 2020

JUNE 29: READ

Use this strategy to support your reading of “The Debt We Owe to The Adolescent Brain” by Jeanne Miller

READING STRATEGY: MANY CAUSES, MULTIPLE EFFECTS

:>”

:This task helps you to think about how events and changes are connected in a text.

Follow these steps:

1. **Read** the text.
2. **List** events that happen in the text (ex: a person changing, a problem, a relationship, etc.) at the bottom of the article.
3. **Pick** one event.
4. **Ask yourself:**
 - “What made (caused) this happen?”
 - “How do I know this?”
 - “What part of the text tells me this?”
5. **Go back and look again:**
 - “Are there other causes that might have made this event happen?”
 - “How do I know?”
 - “What part of the text tells me this?”
 - **Find evidence**, quotes, from the text.

1

- Neanderthals could not adapt
- Neanderthals died out
- Homo Sapiens thrived

2

- Our brains take a long time to mature
- Adolescence is the “golden age”
- Teens are sensitive to rewards
- Adolescents face a greater potential for change than any other time in life

4 This was caused by connections that are useful and productive being kept and those that are not being removed. The text says, “The ones that are used and lead to positive outcomes stay, and those that aren’t used, or are used and lead to bad outcomes, are eliminated.”

5 Homo Sapiens are part of a “Hunter gatherer” society. Taking risks here can lead to positive outcomes or negative ones. Depending on the result, the brain grew and changed.

CHECK YOUR UNDERSTANDING

Answer the questions below to check your understanding of the reading.

- The word **pruning** in paragraph 3 means —
 - connecting
 - overproducing
 - growing
 - eliminating**
- What idea does the evidence in paragraph 9 support?
 - The adolescent brain is highly efficient in completing simple tasks.
 - The adolescent brain is wired to seek safety.
 - Adolescents do not want to leave home if all of their needs are met.
 - Adolescents are more sensitive to rewards than children or adults.**
- What is the author’s main purpose in “The Debt We Owe to the Adolescent Brain”?
 - to entertain
 - to persuade
 - to inform or explain**
 - to express thoughts or feelings

VOCABULARY PRACTICE

In the space provided, write the word from the Word Bank to complete the sentences below.

WORD BANK

adaptable
insulate
lethal
dependent
deplete
paradox

- Due to the dry conditions, too much water use will **deplete** the town’s supply of water.
- Certain bacteria can cause **lethal** illness.
- Infants are **dependent** on caregivers to feed and clothe them.
- An extra layer of clothing helps **insulate** you from the cold.
- It felt like a(n) **paradox** that the team scored only one goal but still won the game.
- A highly **adaptable** species is able to grow and thrive in extreme conditions.

VOCABULARY STRATEGY: ANALYZING PREFIXES

Many words can be broken into smaller parts—base words, roots, prefixes, and suffixes.

- Look for prefixes or suffixes. Remove them so you can concentrate on the base word or the root.
- See whether you recognize any elements—prefix, suffix, root, or base—of the word. You may be able to guess its meaning by analyzing one or two elements.
- Think about the way the word is used in the sentence. Use the context and the word parts to make a logical guess about the word’s meaning.

PREFIXES

A word part attached to the beginning of a word. Most prefixes come from Greek, Latin, or Old English.

PREFIX	MEANING	EXAMPLE
mal-	bad or wrong	mal function
micro-	small or short	micro scope
semi-	half	semi circle

Practice using prefixes. Select the answer option that best describes the meaning of the boldface prefix as it is used in each pair of words.

WORDS WITH PREFIX	SELECT PREFIX MEANING.	WORDS WITH PREFIX	SELECT PREFIX MEANING.
1. mal nourished mal treat	<input checked="" type="radio"/> bad <input type="radio"/> normal <input type="radio"/> to get in the way of <input type="radio"/> state of being	2. dis agree dis appear	<input type="radio"/> more than <input type="radio"/> large <input type="radio"/> with <input checked="" type="radio"/> opposite of
3. micro scope micro organism	<input type="radio"/> many <input type="radio"/> having to do with science <input checked="" type="radio"/> small <input type="radio"/> under	4. fore see fore ward	<input checked="" type="radio"/> before <input type="radio"/> between <input type="radio"/> same <input type="radio"/> away from
5. semi formal semi circle	<input type="radio"/> unlike <input checked="" type="radio"/> half <input type="radio"/> sight <input type="radio"/> full		

GRAMMAR PRACTICE: PRONOUN-ANTECEDENT AGREEMENT

Follow the directions below to learn and practice grammar in context.

A pronoun must agree with its antecedent in number, gender, and person.

- A **pronoun** is a word used in the place of one or more nouns or pronouns.
- An **antecedent** is the noun or pronoun to which a pronoun refers.

Read these sentences from “The Debt We Owe to the Adolescent Brain”:

Dr. B. J. Casey is a professor of psychology at Weill Cornell Medical College. Her focus on adolescent brains includes those of humans and mice.

The third-person singular pronoun her agrees with the antecedent Dr. B. J. Casey.

A study in Casey’s lab demonstrated that fact when researchers put teenagers in a brain-scanning machine and asked them to complete a simple task.

The third-person plural pronoun them agrees with the antecedent teenagers.

Indefinite pronouns do not refer to specific persons or things.

The chart below explains how to use indefinite **pronouns and antecedents**.

IF THE ANTECEDENT IS ...	THE PRONOUN SHOULD BE ...	EXAMPLE
a singular indefinite pronoun such as <i>each, either, or everything</i>	singular	<u>Either</u> is fine; just make sure you identify it in your notes.
a plural indefinite pronoun such as <i>both, many, several, or few</i>	plural	<u>Both</u> of the sources were relevant, but they didn't seem reliable.
an indefinite pronoun such as <i>all, some, none, or most</i> modified by a prepositional phrase, when the object of the preposition refers to a quantity or one part of something	singular	I thought I put <u>all</u> of my <u>homework</u> in my folder, but it isn't there now.
an indefinite pronoun such as <i>all, some, none, or most</i> modified by a prepositional phrase , when the object of the preposition refers to numbers of individual things	plural	<u>Some</u> of my library books are overdue, so I need to return them immediately.

Practice and Apply: Correct the pronoun-antecedent error in each sentence and, where necessary, revise the verb to match in number.

- All of the teens showed that ~~she~~ **they** could adapt.
- I dropped my phone, and now ~~they~~ **it** won't work.
- Everything is served and ready, but now ~~they are~~ **it is** getting cold.
- I knew that all of the research was valid because ~~they~~ **it** came from a reliable source.

WRITING PRACTICE

Set a time limit for yourself to write about how information in “The Debt We Owe the Adolescent Brain” can help you navigate school and life. Use details to support your ideas.

Answers May Vary

Honestly, I think the greatest lesson I can take from reading this article is for me to be more patient with myself. So often I get embarrassed or frustrated in a situation that, when I step back and reflect on it, really isn't a big deal. In reading this article it seems like there are scientific reasons I react to situations in certain ways. Knowing that there is a reason, but also, that this is relatively normal makes me feel better because it helps me realize that I'm not alone and that this is a shared experience for many people my age. Sometimes you look at a classmate and think "They have it all together, why can't I be like that?" This article helps me realize that maybe we are all working through obstacles, it's just that some of us are better than others at hiding it.

WEEK 2: JULY 6, 2020

JULY 6: READ

Use this strategy to support your reading of “*Bronx Masquerade*” by Nikki Grimes

READING STRATEGY: INFERENCE/THEORIES = IDEAS + EVIDENCE

You will use this strategy to help you inference (create theories) using evidence from the text.

Follow these steps:

1. **Craft (create)** a theory (an idea) about a character as you read.
 - Ask yourself: “What’s the idea I have about the character?”
 - ★Write it down if that helps you to remember.
2. **Ask** yourself: “What gave me this idea?”
 - Reread to find the part that made you think.
 - Jot, highlight, or underline text or quotes that match that idea.
3. **Continue reading** to find parts of the text that connect to your idea.
4. **Explain** how you know that the detail connects to the theory you crafted.
 - ★Consider using the sentence stem:
“This part of the text supports my theory because_____.”
5. **Review** your original theory and use evidence to support revisions to your theory if the character changes.

1 The character Diondra in the story *Bronx Masquerade*, wishes she was bold enough to show her true identity.

2

- “If only I was as bold as Raul” – shows she wishes to be brave like Raul who will paint and write poetry while being proud to show others.

3	4
Text	Connection to Theory
<ul style="list-style-type: none"> • “This particular painting was rough” • “You should have seen him hang that thing. You’d think he was handling a million-dollar masterpiece the way he took his time placing it just so.” 	<ul style="list-style-type: none"> • even though it wasn’t the best painting, Diondra is jealous that Raul is bold enough to showcase a piece of art that is considered “rough.” It is clear that she, herself, would not showcase her truest self like this and wishes she could. • He hangs his work like it’s worth a million dollars – showing how proud he is of this work, he created. This part of the text support my theory because Diondra is commenting on how she sees him differently than the way she is and wishes to be more like him.

5 After reading on, I think Diondra might not only wish she was bold enough to be her true self, but also believes that identity shouldn’t be based on what others believe about you based on looks, but should be based on your internal beliefs, interests, etc.

Text	Connection to Theory
<ul style="list-style-type: none"> • “And don’t even talk to him about checking his spelling! He’ll launch into a tirade on you in a minute. “What?” he’ll snap. “You think Puerto Ricans can’t spell?” Forget it. Anyway, I dare you to find one misspelled word in that poem of his!” • “I’ve been drawing since I can’t remember when. Not that anyone here knows that, except Tanisha, and she found out by accident when she came to my house to study once and saw a couple of drawings hanging in my room” • “I hate always being the tallest girl in school. Everybody expects me to play basketball,” 	<ul style="list-style-type: none"> • This text connects to the theory because Diondra sees how Raul doesn’t fit what others view him as based on their opinions or ideas of others similar to him (in this instance, because he is Puerto Rican). • This text shows she has kept her inner identity secret – and wishes to be bold enough to let this be known so others won’t only believe about her what they think she should be. • This text shows how her identity is shaded by what others assume about her.

CHECK YOUR UNDERSTANDING

Answer these questions to check your comprehension of the text.

- Diondra secretly —
 - is excited to present her poem
 - is proud of her basketball skills
 - sees herself as an artist
 - enjoys being very tall
- Devon secretly —
 - hates being tall
 - loves reading poetry
 - feels jealous of Wesley
 - wants to be friends with Tyrone
- When Devon first sees Janelle Battle, he —
 - worries she will tease him
 - encourages her to read his poem
 - reminds her they are in a class together
 - feels relieved she does not recognize him

VOCABULARY PRACTICE

In the space provided, write the word from the Word Bank to complete the sentences below.

VOCABULARY STRATEGY: USE CONTEXT CLUES

WORD BANK

- tirade
- hunker
- snicker
- confide

- When you confide in a trusted friend, he or she can often help you understand how to deal with problems.
- When I finished reading my poem, I was afraid that instead of applause, I would hear a snicker coming from the audience.
- When Coach caught us making fun of the other team, she launched into a long tirade about sportsmanship.
- If you want to be successful at something, you need to hunker down and work at it.

Context clues can help you clarify the meaning of unfamiliar or ambiguous words. Some words have more than one meaning and using context clues can help you determine which meaning of a multiple-meaning word

is correct for the sentence. To use context clues, look at surrounding words and phrases to find hints about a word's meaning. Note this example of a multiple-meaning word from *Bronx Masquerade*:

So of course, anybody who glances over in that direction will be tempted to stop by and look.

This particular painting was rough, but anyone could tell it was Raul. A self-portrait. He'll probably hang it in class.

The context clues help you understand that the narrator is referring to what the painting looks like, not how it feels. You can tell from the context that rough means "unpolished," not "coarse to the touch."

Practice and Apply: Find the following words in paragraphs 2, 4, and 15 of *Bronx Masquerade*. Identify context clues to each word's meaning and write your guessed definition in the chart. Then look up each word in a dictionary to check your definition.

WORD	CONTEXT CLUES	GUESSED DEFINITION
gallery	<i>Like an art gallery</i>	a place you go to see art
smudge	<i>Where he erased a word or two</i>	A black mark
launch	<i>He'll launch into a tired</i>	Go into
fumble	<i>Big mistake</i>	Accident
credit	<i>He may be giving his brothers too much credit</i>	Presume the positive

GRAMMAR PRACTICE: MODIFIERS

Modifiers are words or groups of words that change or limit the meanings of other words. Adjectives and adverbs are common modifiers. Modifiers can be used to compare two or more things. The form of a modifier shows the degree of comparison.

- The **comparative form** is used to compare two things, groups, or actions.
- The **superlative form** is used to compare more than two things, groups, or actions.

Regular forms of comparative modifiers are often preceded by the word "more" or "less" or end in *-er*. Superlative modifiers are often preceded by the word "most" or "least" or end in *-est*. There are also some irregular forms of comparative and superlative modifiers.

The chart shows some examples of each kind of modifier.

TYPE OF MODIFIER	EXAMPLE	COMPARATIVE FORM	SUPERLATIVE FORM
One syllable	Tall fast	Taller faster	Tallest fastest
More than one syllable	Graceful happy	More graceful Happier	Most graceful happiest
Irregular	Good bad	Better Worse	Best Worst

Practice and Apply

In their search for identity, the characters in *Bronx Masquerade* often compare themselves to others or to the expectations of others. Write a paragraph using the first-person point of view that describes the thoughts and feelings of a narrator. Use at least one comparative and one superlative modifier.

Answers may vary

In my family I am the oldest. This means that my younger brother often gets away with things I would never get away with. Even though he's funnier than I am, and he is smarter than I am, I am definitely a harder worker than he is. Sometimes I am happy to be the oldest because I know it has made me a hardworking, organized person. However, sometimes I am frustrated because I know that my little brother gets away with everything.

WRITING PRACTICE

In *Bronx Masquerade*, the students who share their writing experience social benefits as well as emotional benefits. Write about how sharing your work (poetry, art, music, etc) can help create understanding and a sense of community. Use examples from life and the story to support your thinking.

Answers May Vary

*I know from living with my parents that human beings process things in different ways. When my mom is processing something (usually when she's angry), she gets very quiet and doesn't want to talk to anyone. She likes to be alone and isolate herself. My dad, on the other hand, processes information and emotions out loud. He gains a lot from sharing what he is thinking and letting others know what's going on in his brain (sometimes to the point of exhaustion on our part). I am, personally, more like my dad. I need to talk things through, I need to share how I see a situation, and I really want to hear from others and how they are seeing things. All of this makes me think about the importance of sharing our work. So often we engage in writing or thinking as a private, or internal process, but when we take the time to share our product, to share our thinking, there is so much we can gain. First, we can receive validation and pride for the completion of a process. Second, we can hear different perspectives and get feedback that we may never have considered in the first place. We may find through sharing that we have more in common than we ever knew and build community and connection like in *Bronx Masquerade*.*

WEEK 3: JULY 13, 2020**JULY 13: READ**

Use this strategy to support your understanding of “Summer of His Fourteenth Year” by Gloria Amescua.

READING STRATEGY: PAY ATTENTION TO WORDS AND PHRASES

This strategy helps you pay attention to ways authors use precise and intentional words and phrases to convey a message or influence you.

Follow these steps:

1. **Think** carefully about the words and phrases used by the author.
2. **Ask yourself:**
 - “Why does the author use these words and/or phrases?”
 - “What does the author imply or suggest by using these specific words and/or phrases?”
3. **Ask yourself:**
 - “What other words could have been used?”
 - “How would those words change the meaning and the implied message?”
4. **Decide** if you agree with what the author implies about the topic.

1.	2.	3.		
Words/Phrases Used	Why Used by Author?	Implication/Suggestion?	Other Words	Change to Meaning this would make
<i>Deep, resonant voice</i>	<i>To stress the maturity of voice</i>	<i>Suggests the voice of her child has changed almost overnight into a man’s voice</i>	<i>Simply could have used deep once</i>	<i>Would not have shown as strong of an image showing how much this affected the speaker (parent, presumably mother)</i>
<i>wanders aimlessly</i>	<i>For imagery</i>	<i>Shows that he is still very much a boy, wandering with no purpose</i>	<i>Walks down the hall</i>	<i>This would change the meaning, removing the point that although he has changed, he is still very young. Stuck in between a boy and man.</i>
<i>walls grown too narrow</i>	<i>For imagery – gives picture to reader of the halls closing in – reminiscent of going back into elementary school as an adult and thinking how small it all is, when it is you that has grown.</i>	<i>Suggests once again that the house is changing, rather than the boy – which illuminates the way he might be feeling as an adolescent who is stuck in between boy and adult and feeling like his whole world is changing ON him, rather than vice versus.</i>	<i>Narrow halls</i>	<i>This would not show that feeling of things changing.</i>

Surliness is his knife	Metaphor compares his constant bad mood to a knife	Suggests that the relationship is being broken by his emotional state	His bad mood tears them apart.	This lacks the lyrical sound of in these lines and loses the sentiment of the grandness of the trauma occurring at this adolescent time.
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4 The author believes that the relationship between parents and children during adolescence changes greatly and over such a short amount of time. I agree with the sentiment. It is a very difficult time and often people focus on the difficulty for children, rather than the difficulty and emotional state this might have on parents.

CHECK FOR UNDERSTANDING

- In “Summer of His Fourteenth Year,” the speaker —
 - is angry because her son misbehaves
 - doesn’t understand why her son is so restless
 - is filled with grief because her son has died
 - accepts that change is part of growing up
- Which of the following is an example of simile?
 - as tensely strung as the tennis racket he grips
 - Intermittent impulses, quickly sated
 - Wailing guitars weave a cocoon
 - Surliness is his knife
- An important message in “Summer of His Fourteenth Year” is that —
 - teenagers are messy and inconsiderate
 - it’s impossible to communicate with a surly teenager
 - leaving childhood behind is hard for parents and teens
 - parents of teens are too nagging and protective

VOCABULARY STRATEGY: USE CONTEXT CLUES

Context clues can help you clarify the meaning of unfamiliar or ambiguous words. Words may be unfamiliar to you and using context clues can help you determine which meaning of a multiple-meaning word is correct for the sentence. To use context clues, look at surrounding words and phrases to find hints about a word’s meaning. Note this example of an unfamiliar word from *Summer of his Fourteenth Year*.

**My child is gone—
In his place is someone who resembles him,
only taller, size ten shoes.**

The context clues help you understand that the narrator is saying her son is no longer a child and is referring to what he looks like. You can tell from the context that resembles means “appears,” or “looks like.”

Practice and Apply Find the following words in paragraphs 2, 4, and 15 of *Bronx Masquerade*. Identify context clues to each word's meaning and write your guessed definition in the chart. Then look up each word in a dictionary to check your definition.

Word	Context Clues	Resource Definition
vacant	<i>Halls, aimlessly</i>	empty
tensely	<i>Tennis racket, too narrow</i>	Anxious, nervous
deflated	<i>Punctured, battling glove</i>	Flattened, emptied

POETIC ANALYSIS

1. **Read** stanzas 1–3 of “Summer of His Fourteenth Year” aloud. What effect does the author create by using dashes in these Stanzas?

Answers May Vary

The author uses dashes in the second line “My child is gone ---” which makes the reader pause, almost like the author wants to create space or leave the reader hanging for a moment to think about those words. They also use dashes in the third stanza “He leaves a trail of teenage hunger --” Here I think they are using it to set up a list. The next line reads about half empty Coke cans, etc.

2. **Reread** lines 10–17 of “Summer of His Fourteenth Year.” What effect is created by the poet’s use of alliteration and rhyme in these two stanzas?

Answers May Vary

Alliteration means the repetition of a certain sound. In line 13 the author writes “intermittent impulses” which both have that sharp “l” sound and actually makes the reader sound like they are pausing in their words. They also use “trail of teenage” which puts more emphasis on the “t” sound and brings more attention to the second word “teenage.”

WRITING PRACTICE

How does this poem connect to your own experiences? Capture your thoughts and feelings by freewriting about being a teenager.

Answers May Vary

Being a teenager is hard. It is probably one of the most underappreciated and misunderstood ages in nearly every society. As a teenager, you are at a strange mid-point in your life. You are no longer naïve to the issues of the world like you were when you were a child, yet you are not yet trusted with the power or independence to act on your passions. Often times, teenagers are dismissed by older adults who clearly don't remember what it was like to be that age. There seems to be an unspoken eye roll when a teenager talks about things that are "big" to them. Maybe in the eyes of adults teenage friendships, relationships, or school pressures don't seem important. I often hear "You have no idea what the real world is like, you don't have a job, a marriage, kids, etc." but the reality is, teenagers are learning what the real world is like, and the more we are dismissed, the more our voices are discounted or ignored, the more likely we are to grow up to be apathetic adults who roll their eyes at teenagers...

WEEK 4: JULY 20, 2020**JULY 20: READ**

Choose two of the passages from this practice booklet to compare. Ask questions as you read to compare the author's thinking.

READING STRATEGY: ASKING QUESTIONS AS YOU READ

This strategy helps you to think while you read by asking yourself questions and answering them to develop bigger ideas.

Follow these steps:

1. **Read** a chunk (a few sentences or a paragraph) of both texts.
 - Notice parts of the text that make you wonder.
 - Ask, "Am I surprised or confused?" "Do I disagree?"
 - Turn that thinking into a question and write it down
 - ★ Use the sentence frame, " I wonder why _____?"
2. **Continue reading** to answer your questions
3. **Review** your questions
 - Ask, "What are my questions mostly about?" "Do the authors agree? Disagree?"
4. **Ask**, "So what?" Based on steps 1-3, what bigger understanding or idea do you now have?"
5. **Write long** to grow your thinking. Try writing as much as you can.

1.	2.
Questions Common To Both Texts	Answers
<ul style="list-style-type: none"> • Why is adolescents so difficult? • Emotions seem very high, why are emotions so easily affected during this time of change? • Is this type of change good or bad for the person going through it? • Is this drastic change good or bad for others who must watch it happen? 	<ul style="list-style-type: none"> • Both authors, one of nonfiction and one of poetic fiction show that adolescents is difficult because it is a time of great and rapid change to the brain. With this brain change also causes high and intense emotions. • The author of <i>His Fourteenth Year</i>, doesn't really dig into this. We can assume it is because it is a time between childhood and adulthood. The author of "The Debt We Owe To The Adolescent Brain" uses research to explain this. With this research there is explanation of how this rapid change is positive because it serves as a way to adapt. • Ultimately, it is good for both. Again, the author of the poem does not delve into this, while the author of the nonfiction text shares that this is very positive, even sharing that it is the golden time. • The poet does not answer this. The author of the nonfiction text does indicate that this is best for others because it allows humans to adapt and has allowed us to succeed and grow.

3. My questions are mostly about the topic. I was curious about if this is good or bad and why this happens at all.

4. The bigger understanding I have now is that although adolescents is important and is the greatest "time" for the brain and scientifically explains how survival has occurred, it does not negate the emotional impact it has, not only on the person in their adolescents, but also on others, out of adolescents, who are connected to the adolescent

5. Science is an amazing thing. As is survival. As much as we want to explain away things with science, sometimes science is no match for emotion and feeling. Although adolescents can be explained through science, it can not be explained to a person stuck between the two ends of life – childhood and adulthood – struggling with emotions and feelings. The same is true for parents who watch their sweet little kids turn, almost over night, into grown adults with big feelings of anger, who take risks, and barely listen. It is frightening to think that these changes might cause everlasting damage to a relationship. I pause to wonder if, as emotions slow and the brain steadies, those relationships too, steady.

July 21: WRITE LONG**ADD FACTS & DETAILS TO STRENGTHEN YOUR MESSAGE**

This writing strategy helps you consider facts and details to include in order to better best communicate your message.

1. **Write** about a topic you know a lot about or **write** about the most powerful thing you have learned from your packet reading so far.
★Consider using something you have already written or try writing something new.
2. **Ask** yourself, “What is the message you want to share?”
★Consider writing it at the top of your draft with this sentence stem: “I want my readers to know/learn/think _____ about _____ (the topic).”
3. **Read** through your writing considering:
 - “What facts have I stated that may need more information?”
 - “Are there any areas that need to have background information added?”
4. **Revise and Add Details**

Answers May Vary

I want my readers to know that teenagers’ brains have lots going on and we are learning the most at the time we are teenagers.

Today I am going to write about “The Debt We Owe To The Adolescent Brain” article. The article talks about all the things that are happening in the brains of teenagers and how we are in a critical learning period right now. It is interesting to think the more we learn, the more our brains are growing. The article also taught me that at this time in my life, I am more motivated by reward because of my brain. That is true for me because I do things better or take more time to do them, if I know there will be a reward when I get it done. The end of the article explained that when we are teenagers, we are the strongest we will ever be. And we are not always good at regulating our behavior, that sometimes gets us in trouble. This has been true with my friends and me. We haven’t gotten into big trouble but sometimes I have to think twice about doing something so that I don’t get in trouble. Reading this article reminded me about how the choices I make now are sometimes due to my brain growth.

When I reread my writing, I noticed that I can add some more detail after the 5th sentence where I talk about rewards. I think I can add a more personal example and my writing would be stronger. I might consider adding this sentence to add details. "When I do all my chores around the house and watch my younger brother, I am able to get dessert after dinner on Friday. When I don't feel like doing my chores, I think about eating ice cream and most of the time that gets me to do it."

July 22: Compare Two Texts Using Strategy

COMPARING TEXTS TO GROW IDEAS

This strategy helps you to think about the information of multiple texts (books, blogs, social media, videos, etc.) to build understanding.

Follow these steps:

1. **Think** about texts you have read.
2. **Compare** how the authors of the texts view the same topic or theme.
 - Ask, “How are they similar?” “How are they different?”
 - ★Use the sentence frame, “This author thinks _____, but this one thinks _____.”
3. **Compare** your thinking with the thinking of the author.
 - Ask, “How is my thinking similar/different to the thinking of the author?”
 - ★Use the sentence frame, “This author thinks _____, but/and I think _____.”
4. **Ask**, “So what?” Based on steps 1-3, what bigger understanding or idea do you now have?”
5. **Write long** to grow your thinking. Try writing as much as you can.

1 The Summer of His Fourteenth Year and “The Debt We Owe The Adolescent Brain”

2 The author of The Summer of His Fourteenth Year thinks adolescents is a horrible time filled with angst, confusion, and unexplained emotion, but the author of “The Debt We Owe The Adolescent Brain” thinks that adolescents is a golden time that explains survival of Homo Sapiens, and continues to move us towards betterment.

3 The author of The Summer of His Fourteenth Year and I both believe that adolescent is a time that causes much trauma to those in it an those suffering through it alongside others.

4 Although adolescents is important and is the greatest “time” for the brain and scientifically explains how survival has occurred, it does not negate the emotional impact it has, not only on the person in their adolescents, but also on others, out of adolescents, who are connected to the adolescent.

5 Science is an amazing thing. As is survival. As much as we want to explain away things with science, sometimes science is no match for emotion and feeling. Although adolescents can be explained through science, it cannot be explained to a person stuck between the two ends of life

– childhood and adulthood – struggling with emotions and feelings. The same is true for parents who watch their sweet little kids turn, almost overnight, into grown adults with big feelings of anger, who take risks, and barely listen. It is frightening to think that these changes might cause everlasting damage to a relationship. I pause to wonder if, as emotions slow and the brain steadies, those relationships too, steady.

July 24: Writing Practice

Consider the Essential Question at the start of this work: How do your adolescent years prepare you for adulthood? Think about your experiences growing up: which ones do you think will help shape you as an adult? Which experiences stand out to you as important? Why?

Answers May Vary

As teenagers, we are just starting to learn about the “real world” and all of the responsibility and crushing realities that come along with it. We are learning about problems in our society and on our planet that we have had no hand in creating, yet we will be the ones to live through the consequences. In my mind, our adolescent years are what will shape us into who we will be as adults. If we are empowered to take action and make our voices heard on a subject we feel strongly about, then we will grow up to be adults who do the same. If we are dismissed when we challenge a belief, or if we are taught to be passive consumers of information, then we will grow up to be adults who do the same. I think what shapes us most as adolescents is how we are taught and treated by adults. Do they roll their eyes every time we talk or do they consider that we may have something important to say?

WEEK 5: JULY 27, 2020**July 27: REVISE TO ADD DETAILS**

Choose one of the pieces you have written. Elaborate by adding details and revise it using the writing strategies you have practiced.

REVISION STRATEGY: GATHERING DETAILS SUPPORTS MY MAIN IDEA

This writing strategy will help you use reasons and facts to support your main idea.

★Reasons are big categories for proof.

★Facts are more specific details that elaborate on the categories.

Follow these steps:

1. Think of a topic you know a lot about. (Example topics: social media, outer space, skateboarding, favorite musician)
2. Think about what information you could include.
 - List/jot/draw all you know about the topic.
 - Consider which are reasons (big categories) and which facts/details connect to those reasons
 - Underline/Circle the things you want to include.
3. Ask yourself, "What do I want my audience (readers) to know about this topic based on my writing?"
4. Flashdraft - Get your pen/pencil/ moving. Write all you can using your list as you go!
 - ★Try writing for as long as you can. Start with 5 minutes and keep going!

Answers May Vary

Today, I am going to revisit my writing from July 24th when I wrote about how my adolescent years are going to prepare me for adulthood. Since I am writing about how I feel about being a teenager and how that might impact me as an adult, I am going to continue thinking around that idea and list some reasons and details I could add to my piece.

- *When I learn about something new, I often want to talk about it. I could write about a podcast I just listened to and share what my best friend and I talk about after I listened.*
- *I could write more about when adults listen to me and how that feels. I could talk about how I wrote a poem in English and it got my teacher talking with me about how we are both passionate about helping the environment.*

I might include how I like to learn about things that interest me. And how when I get to pick a book myself, I actually read it instead of just reading some, like when I get assigned to read an article that I don't really care about.

Thinking about these details, I want my audience to know that how I am treated will leave an impression on me that will impact who I might be when I grow up.

Flash draft: "This year I had to write a poem in class and I could not think of a topic. My teacher had a conference with me where we talked about things I cared about. At first, it was hard and the more we talked, the more I could think of. When I mentioned I was reading a lot about the environment, my teacher said she was too. We talked about what we were learning and that gave me lots of ideas to include in my poem. In the end, I wrote a poem about all the trash we are putting in the ocean and that might be something I want to study when I go to college."

JULY 28: REVISE FOR WORD CHOICE

REVISION STRATEGY: WORDS THAT MATCH YOUR MESSAGE

This writing strategy will help you use words and phrases that connect the audience to your message. Follow these steps.

- Write** about a topic you know a lot about. (Example topics: social media, outer space, skateboarding, favorite musician).
 - ★Consider using something you have already written or try writing something new.
- Consider** your audience. Ask yourself:
 - “Who will read this piece?” and “What language will they need?”
 - “What do I want the reader to know based on this piece?”
 - List words & phrases you might include.
- Re-read** looking for places where you can add/revise. Can you add/revise for
 - strong word choice?
 - powerful phrases?
 - metaphors or other figurative language?
 - specific nouns and verbs?
 -

Answers May Vary

Today, I am going to continue to edit my writing from July 24th. Since I added a personal example to my writing yesterday, I think my piece is more interesting. Now, I will think about what I want the reader to know based on this writing. I am hoping someone who might read it will think about how they listen to teenagers and how important our voice is, just as important as an adult.

To help strengthen my message, I could include words and phrases like:

- *Empowered*
- *Choices*
- *Learn about things that are important to my world*
- *I have things I am passionate about and I want to talk about them*
- *Hopeful*
- *Listen to me and I will listen to you*
- *Respect someone else's idea or thoughts*

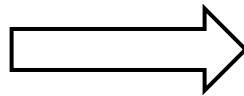
After rereading my writing, I found a few places I could revise my words.

<i>Original Sentence</i>	<i>My Revised Sentence</i>
<i>In my mind, our adolescent years are what will shape us into who we will be as adults.</i>	<i>In my mind, our adolescent years are what will empower us to be passionate adults.</i>
<i>I think what shapes us most as adolescents is how we are taught and treated by adults</i>	<i>How adolescents are treated by all the adults around us impacts us and how we feel about ourselves.</i>

ELD Week 1: Cause and Effect

This week you will use the language of **Cause and Effect** to explain how events lead to each other.

Example: Mayra hung a bird feeder on the tree. **As a result,** many birds came to eat the bird seed.



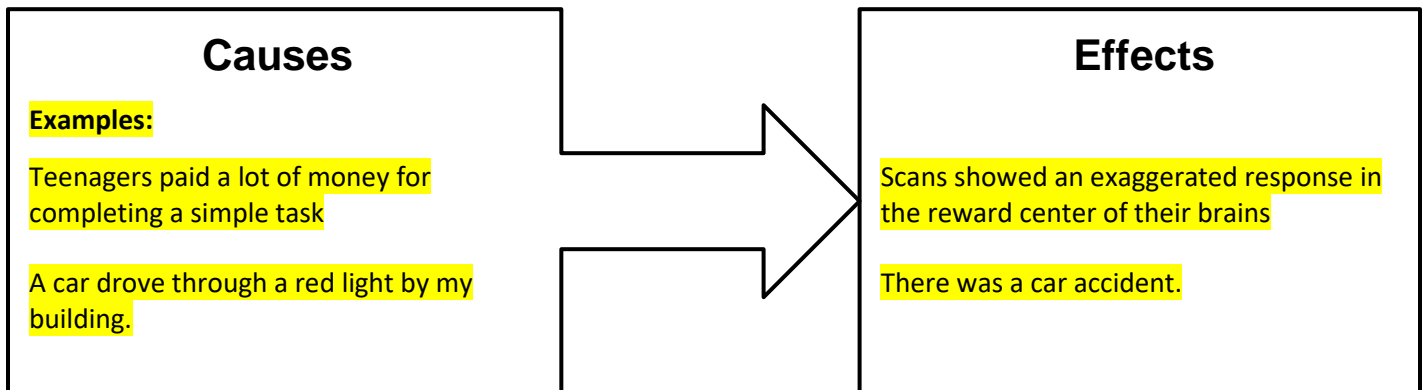
Cause: Mayra hung a bird feeder on the tree. **Effect:** Many birds came to eat the bird seed.

Image sources: Pixabay ([aviary-4302190_1920](#), [birds-3414243_1920](#))

Directions: choose an option from the list below and write about at least one cause and effect relationship that you notice. Use the graphic organizer to organize your ideas.

- Cause and effect relationships in your summer reading for this week.
- Cause and effect relationships in the world around you.
- Cause and effect relationships in current events. What have you heard or seen on the news?
- Other cause and effect relationships of your choice.

Look-for: Student expresses at least one clear cause and effect relationship.



Now express your cause and effect relationships in complete sentences. These words and phrases can help you write: **If...then, cause(s), effects, results, leads to, consequence, as a result.**

Look-fors:

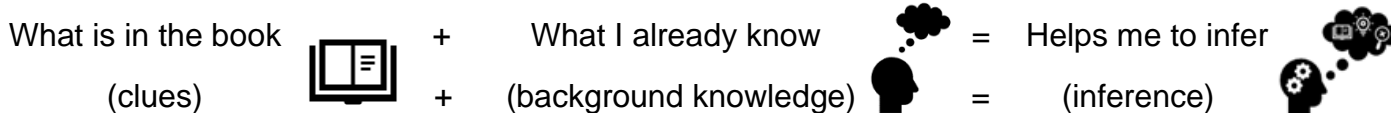
- Students elaborate on cause and effect relationship(s) expressed in organizer.
- Students write in complete sentences not copied from a text.
- Students use cause and effect language appropriately.
- Complexity and variety of language in student responses will vary according current level of language acquisition.

Examples: In a study on the teenage brain in Casey's lab, teenagers were paid a lot of money for completing a simple task. Brain scans showed that this **led to** an exaggerated response in the reward center of the teenagers' brains.

Yesterday, a driver **caused** a traffic accident near my building. They drove through a red light without stopping. **Consequently**, they hit another car going the other direction.

ELD Weeks 2 and 3: Infer

During these two weeks you will practice **inferring**. An inference is an informed guess based on clues that you observe and information that you already know.



We constantly make inferences when we read.

Example: Mohammed opened the door and looked up at the sky. “Hmmm, just a moment,” he said. He turned around, picked up his umbrella, and left the house.

Clues	Background Knowledge	Inference
...looked up at the sky ...picked up his umbrella	I know that the sky often looks dark before it rains. I know that people use umbrellas to stay dry when it is raining.	I infer that Mohammed thinks it is going to rain.

Directions: choose an option from the list below and write about at least one inference that you have made. Use the graphic organizer to organize your ideas.

- Inferences from the reading passages for this week.
- Inferences from other reading you have done.
- Inferences from a movie, T.V. show, or song that you have seen or heard.
- Other inferences you have made in daily life.

Look-fors:

- A logical connection between the examples written in the Clues, Background Knowledge, and Inference columns.
- Inferences are related to the text or event but are not explicitly stated.

Clues	Background Knowledge	Inference
Example: “deep, resonant voice” “In his place is someone who resembles him,” “taller, size ten shoes.”	When a person becomes a teenager, they still look similar to how they looked when they were a child, but they get bigger and taller, and they have a lower voice.	The author’s child is not gone; he is growing up.

Now explain your inferences in complete sentences. These words and phrases can help you write: **I infer _____ because..., I predict, I conclude, I think, I know, evidence, reason(s), maybe**

Look-fors:

- Students elaborate on the information they have written in the organizer.

- Students write in complete sentences that are not copied from a text.
- Students use the language of inferring appropriately.
- Complexity and variety of language in student responses will vary according current level of language acquisition.

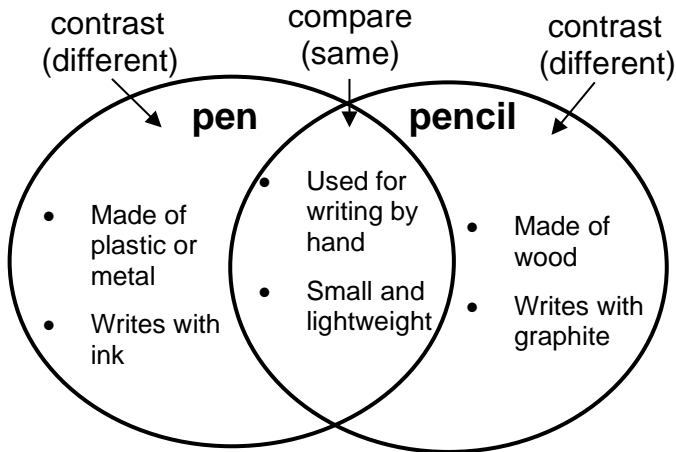
Example:

In the poem, “Summer of His Fourteenth Year,” Gloria Amescua says that her child is gone. **I infer** that she really means that he has become a teenager, **based on this evidence**: she writes that, “in his place is someone who resembles him” who is taller, has a “deep resonant voice,” and “size ten shoes.” **I know** that when children grow up, they are bigger and taller, and their voices get lower, even though they still look similar to how they looked before.

ELD Weeks 4 and 5: Compare and Contrast

During these two weeks you will practice **comparing and contrasting** so that you can understand and explain how things are similar and different.

Example: We can compare and contrast pens and pencils.



Pens and pencils are **similar** because they are **both** small, lightweight tools used for writing by hand.

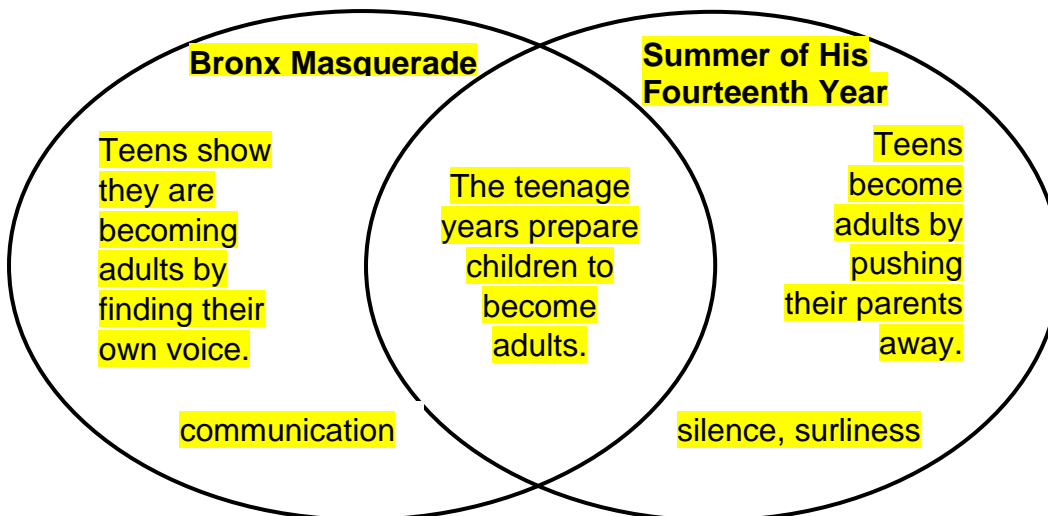
They also have important **differences**. **While** pens are usually made of plastic or metal, pencils are usually made of wood. Also, pens write with ink, **but** pencils write with graphite.

Directions: choose an option from the list below to compare and contrast. Use the graphic organizer to organize your ideas.

- Ideas presented in reading passages this week.
- Books you have read or movies you have seen.
- News reports or articles on the same topic. How are the viewpoints similar and different?
- Two elements, ideas, or viewpoints from another topic of your choice.

Look-fors:

- Students choose two elements that have clear similarities and differences.
- Students label the Venn diagram with one of the two items they are comparing and contrasting in each of the outer-ovals.
- Students place contrasting characteristics in non-overlapping sections of the organizer and similar characteristics in the overlapping section in the center.



Now express your ideas in complete sentences. These words and phrases can help you write:

like, alike, both, similar to, different from, but, however, while, on the other hand

Look-fors:

- Students elaborate on the information they have written in the organizer.
- Students write in complete sentences that are not copied from a text.
- Students use the language of comparing and contrasting appropriately.
- Complexity and variety of language in student responses will vary according current level of language acquisition.

Example:

Bronx Masquerade and “Summer of His Fourteenth Year” **both** explore the theme of how the teenage years prepare children to become adults, **but** they show this theme from **different** viewpoints. Bronx Masquerade focuses on how teens grow into adults by finding their own voice and communicating who they really are. **In contrast**, “Summer of His Fourteenth Year” focuses on how teens push their parents away and avoid speaking with them.