

Greetings LMCJ Parents and Families!

As you may have heard, the state superintendent has made the decision to close all Maryland schools out of an abundance of caution as we work to keep staff and students healthy in the face of COVID-19. Even while we work to follow the state's directives, know that the education of your scholars remains one of our highest priorities. With this in mind, scholars are receiving work packets with 2 weeks worth of work so that their minds are still primed for instruction and they aren't losing valuable learning time while home. For each day, you will find a nonfiction article with comprehension questions, a creative writing prompt, and word work involving Greek and Roman affixes. The expectation is that scholars are spending some time daily working on these assignments. This also a great opportunity to use i-Ready to its full potential as well as supplement with books from home or your local library. Please contact your scholar's Crew leader with any questions!

Day 1: Nonfiction

Battle Born Girls Innovate program draws attention to esports careers



1. The Battle Born Girls Innovate at the Luxor casino in Las Vegas, Nevada. Photo by: Josh Hawkins/University of Nevada, Las Vegas.

Several dozen middle schoolers visited the Luxor casino-resort in Las Vegas, Nevada, this weekend. What were they there for? They were there to play video games and tour the resort's esports arena. The stadium hosts live video game tournaments that are broadcast on its 50-foot screen. The students' visit is part of a new program working to get girls excited about STEAM careers. STEAM stands for science, technology, engineering, arts and math.

Battle Born Girls Innovate The program is called Battle Born Girls Innovate. The program focuses on girls in Title 1 schools. At Title 1 schools, at least 85 percent of students get free or reduced lunch. Overall, these students typically receive fewer opportunities for success. Programs like Battle Born try to change such inequality. The program aims to draw attention to careers like esports. The goal is to show girls that work in this field is a real possibility.

About 40 students from Roy W. Martin Middle School toured the esports arena. They also heard from women working in the industry.

Sydney Ferguson was one of the students. She played the online game "Fortnite" in the Luxor's 30,000-square-foot HyperX Esports Arena. She told the Las Vegas Review Journal that it was her first time playing the game.

Being able to play at the arena was a big deal for her. So was using the high-tech equipment. "I don't have a PC that's this fancy or a headset that's this fancy or a keyboard this fancy so playing with all this highquality stuff is a really cool experience," Ferguson said. "I probably won't get to do this much."

For Ferguson, the program got her thinking. She said the trip sparked her interest in the types of fields the program is looking to promote among girls.

Hearing from women in power was also very important to Ferguson. "I liked listening to all the executive people speak because I'd like to be in an executive position one day and make all the important decisions because that's just cool," she said.

Inequality In Esports

Shekinah Hoffman is the founder of the Battle Born program. She knows the esports industry is growing. People can make good money and build careers in it. However, as she told the Las Vegas Sun, a gender gap persists in the field. In other words, men tend to dominate the field. They hold more jobs and make more money. "In playing the games, it's actually 50-50 between males and females," Hoffman said. "Where the divide starts to happen is when you get into competitions and when you think about working in that industry. It becomes very male-dominated, but I think that can change. It starts with awareness."

1 Read the section "Inequality In Esports." Select the sentence from the section that shows that girls are as interested in games as boys.

- (A) She knows the esports industry is growing.
- (B) However, as she told the Las Vegas Sun, a gender gap persists in the field.
- (C) "In playing the games, it's actually 50-50 between males and females," Hoffman said.
- (D) It becomes very male-dominated, but I think that can change.

2 Read the paragraph from the section “Battle Born Girls Innovate.” The program is called Battle Born Girls Innovate. The program focuses on girls in Title 1 schools. At Title 1 schools, at least 85 percent of students get free or reduced lunch. Overall, these students typically receive fewer opportunities for success. Programs like Battle Born try to change such inequality. The program aims to draw attention to careers such as esports. The goal is to show girls that work in this field is a real possibility.

Which of the following is the MOST accurate explanation of what this paragraph means?

- (A) The Battle Born Girls Innovate program is working to reduce inequality.
- (B) The Battle Born Girls Innovate program provides free lunch to less fortunate students.
- (C) The Battle Born Girls Innovate program is open to students of all backgrounds.
- (D) The Battle Born Girls Innovate program has created many jobs in esports.

3 What effect did Shekinah Hoffman have on the Battle Born Girls Innovate program?

- (A) She took over the program at the Luxor casino-resort.
- (B) She was the first participant in the program.
- (C) She moved the program to Roy W. Martin Middle School.
- (D) She came up with the idea for the program.

4 Why did Sydney Ferguson feel inspired after the Battle Born Girls Innovate program?

- (A) She gained the confidence necessary to be a professional esports player.
- (B) She saw that women could hold important positions in the video game industry.
- (C) She won a tournament playing a game that she had never played before.
- (D) She was able to take home high-tech equipment so that she could play video games.

Day 1: Greek Prefix para/per

Many prefixes we use in English originally come from Greek or Latin words. The prefix para- is from a Greek word meaning “beside,” “along,” or “assistant.” The prefix peris from a Greek word meaning “through” or “thoroughly.” If you understand what the prefix means, it will help you understand the meaning of the whole word. For example, the ending -ennial means “years.” Combine per- with -ennial, and it becomes the word perennial. Based on its original meaning, perennial means “through years” or lasting many years. Use the list in the bank to make five different English words out of para- and per-. You may add a suffix or change the spelling a little if needed. Write a sentence for each word you make and circle the word you made with the prefix. Be sure to use words for both para and per-.

Word Bank:

-fect
-graph
-llei
-lysis
-manent
-medic
-mission
-mit
-phrase
-spire

Sentences:

1.

2.

3.

4.

Day 2: Nonfiction

Gearing up for 2020 election, candidates hit college campuses



Austin Anderson was excited to see Beto O'Rourke visit his college in Iowa in early April. O'Rourke used to be a Texas lawmaker and is now running for president. Anderson was interested in his "character." He liked that O'Rourke talked about different groups working together. Would he vote for O'Rourke next year, though?

"It doesn't feel like it's at the top of the list," the Iowa State University student said. "I'm looking for a job right now. I'm, like, a dumb 21-year-old who worries about girls," he said. "I don't know, it feels extra at times."

Anderson represents the challenge for O'Rourke and other 2020 presidential candidates. These candidates are trying to win the support of young voters. The White House hopefuls can draw young crowds to college rallies. That doesn't necessarily mean they will get their votes on Election Day, though.

Fewer Young People Vote

Fewer young people tend to vote than older people. That's true even when excitement about an election is high, as it was in 2018. In fact, Iowa was home to several

competitive races last year. Voters ages 18 to 24 made up only 7 percent of people who voted, the Iowa secretary of state said.

Even so, 2020 presidential candidates want young people's votes. They are showing up on Iowa's campuses in search of every vote they can get.

Senator Kamala Harris of California held a meeting with voters on April 10 at the University of Iowa. The week after, she launched "Camp Kamala" at five college campuses across the state. It is an organizing effort focused on getting students and young Iowans to vote. It encourages them to get their friends and neighbors to vote, too.

O'Rourke announced in March that he would run for president. He has met with students at 17 schools in six states since then. He visited a handful of Iowa colleges in early April.

Senator Cory Booker of New Jersey has hired three organizers from NextGen Iowa. It is a youth voter turnout group. He is looking for volunteers from at least 10 Iowa colleges and universities. He's planning a bigger youth turnout effort to come, his workers said.

Senator Elizabeth Warren of Massachusetts has appeared at student-focused events in Iowa as well. She already has more than 30 organizers working across the state. Some of them are working in the major college towns of Ames, Iowa City and Cedar Falls.

Senator Kirsten Gillibrand of New York boasts that her first show of support came from a University of Iowa student. Gillibrand is planning to tour colleges on her next visit to the state.

Youngest Candidates

O'Rourke and Mayor Pete Buttigieg of South Bend, Indiana, are among the youngest candidates in the field. Hundreds of students showed up at O'Rourke's rallies.

Senator Bernie Sanders from Vermont ran for president in 2016. His previous run was driven in part by support from young people. He likes to mention this fact at his rallies.

Iowa's young voters do not all have the same opinions, though. That was clear at a handful of O'Rourke and Sanders events in early April. In about 20 interviews, young voters expressed many different opinions. Some people wanted to vote for previous Vice President Joe Biden. Others preferred businessman Andrew Yang as their top pick.

Eli Shapiro is an 18-year-old student at Grinnell. He said he was a fan of Senator Amy Klobuchar of Minnesota. She's shown that she can work with both of the main political groups, he said. He wasn't impressed by O'Rourke.

"He's soft like a cheesecake. When you ask him, 'What do you think about taxes?' he'll just give you the most generic answer," he said.

Iowa's Primary Election

Candidates face another challenge. Iowa's primary election is a caucus. Voters do not select a candidate on a ballot. Instead, they have to show up at a site and show their support for a candidate by standing in groups.

Not all young voters know what a caucus is.

Jake Drobnik is a 19-year-old Iowa State freshman. He said it was "intimidating" to caucus because "you don't know exactly what you're getting into."

"But I'm ready to Google it," he said.

1 Select the answer that summarizes the article.

(A) The 2020 presidential candidates are hoping that more young people will show up for the Iowa caucuses. Iowa has a different type of election than most states and many young voters are confused about what a caucus is.

(B) Young voters are confused about whom they should vote for. There are a lot of presidential candidates for the 2020 elections and, since so many young voters do not know who to support, they will probably not show up to vote.

(C) The 2020 presidential candidates are trying to get young people to vote for them. This can be challenging because many young people do not show up to vote and those that do have many different opinions about the candidates.

(D) Young voters have many different presidential candidates to choose from in 2020. Many support Bernie Sanders because of how well he did in 2016, but others support candidates who can work with both main political groups.

2 Which two choices are main ideas from the article?

1. The 2020 presidential candidates want to win the support of young voters.
2. Iowa is the only state that has a caucus, which is a voting system that many people do not know about.

3. There are so many 2020 presidential candidates that voters are struggling to choose who to support.

4. There are many challenges to getting young people to show up to vote.

(A) 1 and 3

(B) 1 and 4

(C) 2 and 3

(D) 2 and 4

3 The section "Fewer Young People Vote" is mostly organized using compare and contrast. Why do you think the author chose to organize the information this way?

(A) to list the various places that the presidential candidates are planning to go

(B) to highlight some major differences between the presidential candidates' campaigns

(C) to show why having too many candidates can cause issues among voters

(D) to describe ways presidential candidates are trying to get the support of young voters

4 Read the article's introduction [paragraphs 1-3] and the final section "Iowa's Primary Election." What is one connection between these two sections?

(A) The introduction states the author's claim that it is hard to win the support of young voters and the final section helps develop why this is true.

(B) The introduction provides quotes from potential voters and the final section explains why those voters are confused about who they will vote for.

(C) The introduction highlights the main issue presidential candidates face and the final section suggests a solution.

(D) The introduction provides a brief summary of some presidential candidates and the final section explains what the Iowa caucus is.

Day 2: Greek Prefix ante/uni

Many prefixes we use in English originally come from Greek or Latin words. The prefix ante- is from a Latin word meaning “before.” The prefix uni- is from a Latin word meaning “one” or “single.” If you understand what the prefix means, it will help you understand the meaning of the whole word. For example, the root cycle means “wheel.” Combine uni- with cycle, and it becomes the word unicycle. Based on its original meaning, unicycle means “one wheel” or a vehicle with one wheel. Use the list in the bank to make five different English words out of ante- and uni-. You may add a suffix or change the spelling a little if needed. Write a sentence for each word you make and circle the word you made with the prefix. Be sure to use words for both ante and uni-.

Word Bank

-bellum

-cedent

-chamber

-corn

-form

-fy

-lateral

-room

-son

-verse

Sentences:

- 1.
- 2.
- 3.
- 4.

Day 2: Creative Writing

Do later school start times help sleep-starved teens in Seattle?



SEATTLE, Washington — Starting school a little bit later is helping high schoolers in Seattle, Washington. This is according to a new study.

Scientists there are studying later school start times.

Teenagers wore activity monitors to find out whether a later start to the school day would help them get more sleep. It did, adding 34 minutes of slumber a night. They also reported less daytime sleepiness. Students' grades also improved.

Later Starts To Help Teens Get More Sleep

The Seattle School District changed from a 7:50 a.m. start time to 8:45 a.m. in the fall of 2016 for high schools and most middle schools. Some other U.S. school districts have also adopted later starts to help sleep-starved teens.

Teenagers' nightly sleep has decreased across the country. Most young adults don't get the recommended nine hours of sleep a night. One reason is light from devices that many teens use. The light from the phones keeps them awake as they chat, post and scroll long after dark.

Franklin High School senior Hazel Ostrowski took part in the study. She said sleeping later makes it easier to pay attention during class. Still, she struggles sometimes.

"I'll wake up so tired I wish I could go back to sleep. At night, I'll be on my phone and I just want to stay up," she said.

Monitors Track Activity And Light Exposure

Researchers worked with science teachers at two high schools. They wanted to find out if students got more sleep after the change. Or did they just stay up later? Over two years, they gathered 178 sophomores. Each wore wristwatch-like monitors for two weeks to track activity and light exposure. Results were published December 12 in the journal *Science Advances*.

The scientists examined sleep habits of sophomores in spring 2016, before the change. They compared them to sleep habits of sophomores from spring 2017, when later start times began.

Some measures held steady. Naps and weekend sleep schedules didn't change. On school nights, only a few students stayed up later, not enough to greatly change the average.

Average Sleep Length Increased

What changed was wake-up time, with morning activity starting about 45 minutes later on school days. Combined with a slight shift to later bedtimes for a few, the average sleep length increased by 34 minutes.

Put another way, morning wake-up time shifted from 6:24 a.m. to 7:08 a.m. Falling asleep shifted only a bit, from 11:27 p.m. to 11:38 p.m.

"Given all the pressures keeping our teenagers awake in the evening — screen time, social media — this is a great thing to see," said Horacio de la Iglesia. He's a University of Washington biology professor who led the study. Biology is the study of living things and how they work.

Lower-Income Students Were Less Tardy After Changes

Researchers also analyzed schoolwide data on classes that happened at the beginning of the day. They tracked who was on time, or who attended class. Of the two high schools, the one in a wealthier area showed no difference year to year. However, the school in a lower-income area had less tardiness after the changes. It also had fewer absences after

the change. Perhaps later start times could help with learning gaps between higher- and lower-income students, the researchers said.

Exam scores and other grades in the science classes increased year to year by a small amount. However, the authors acknowledge that grades could have changed for another reason. Teachers may have liked the later start time, too. Perhaps, because of this, they gave better grades to students without realizing it.

Most U.S. middle and high schools start before 8:30 a.m. That goes against an American Academy of Pediatrics health recommendation, said University of Minnesota researcher Kyla Wahlstrom. She studies the issue.

School districts resist, she said, because later start times disturb bus schedules and sports practices. Parents also often want older kids as babysitters. Later start times mean there are fewer babysitters in the afternoons for younger kids.

Prior studies asked students to recall how much they slept. This study had a stronger form of measurement, the wristwatch monitor. It was the largest study to use that kind of measurement, she said.

Bringing the research into classrooms made it a learning experience for students. Wahlstrom said this was "a brilliant way to do it."

1 Read the section "Later Starts To Help Teens Get More Sleep." Which selection from the section suggests that teens are more inclined to be sleepy in the morning than at night?

(A) The Seattle School District changed from a 7:50 a.m. start time to 8:45 a.m. in the fall of 2016 for high schools and most middle schools.

(B) Some other U.S. school districts have also adopted later starts to help sleep-starved teens.

(C) Franklin High School senior Hazel Ostrowski took part in the study. She said sleeping later makes it easier to pay attention during class.

(D) "I'll wake up so tired I wish I could go back to sleep. At night, I'll be on my phone and I just want to stay up," she said.

2 Read the section "Lower-Income Students Were Less Tardy After Changes." Which paragraph from the section BEST supports the conclusion that many schools are unwilling to adopt later start times?

(A) Exam scores and other grades in the science classes increased year to year by a small amount. However, the authors acknowledge that grades could have changed for another reason. Teachers may have liked the later start time, too. Perhaps, because of this, they gave better grades to students without realizing it.

B) Most U.S. middle and high schools start before 8:30 a.m. That goes against an American Academy of Pediatrics health recommendation, said University of Minnesota researcher Kyla Wahlstrom. She studies the issue.

(C) School districts resist, she said, because later start times disturb bus schedules and sports practices. Parents also often want older kids as babysitters. Later start times mean there are fewer babysitters in the afternoons for younger kids.

(D) Prior studies asked students to recall how much they slept. This study had a stronger form of measurement, the wristwatch monitor. It was the largest study to use that kind of measurement, she said.

Which answer choice accurately characterizes Horacio de la Iglesia's reaction to the results of the study on later start times?

(A) disappointed that teens did not start going to bed earlier

(B) excited that teens would be more likely to get to school on time

(C) confused that teens were spending so much time in front of screens

(D) pleased that teens were able to get an additional 34 minutes of sleep

4 Which selection from the article BEST introduces the challenges that teens face in getting enough sleep?

(A) Most young adults don't get the recommended nine hours of sleep a night. One reason is light from devices that many teens use.

(B) Researchers worked with science teachers at two high schools. They wanted to find out if students got more sleep after the change.

(C) Over two years, they gathered 178 sophomores. Each wore wristwatch-like monitors for two weeks to track activity and light exposure.

(D) Naps and weekend sleep schedules didn't change. On school nights, only a few students stayed up later, not enough to greatly change the average.

Day 3: Greek Prefix anti/dec

Many prefixes we use in English originally come from Greek or Latin words. The prefix anti-/ant- is from a Greek word meaning "opposite" or "against." The prefix deci-/deca-/decim- is from a Latin word and a Greek word meaning "ten." If you understand what the prefix means, it will help you understand the meaning of the whole word. For example, the root bacterial means "related to bacteria." Combine anti- with bacterial, and it becomes the word antibacterial. Based on its original meaning, antibacterial means "against bacteria" or something that kills bacteria. Use the list in the bank to make five different English words out of anti-/ant- and deci-/deca-/decim-. You may add a suffix or change the spelling a little if needed. Write a sentence for each word you make and circle the word you made with the prefix. Be sure to use words for both anti-/ant- and deci-/deca-/decim-.

Word Bank:

-athon
-bel
-de
-ember
-freeze
-mal
-onym
-dote
-virus
-septic

Sentences:

- 1.
- 2.
- 3.
- 4.
- 5.

Day 4: Nonfiction

Peer Insights program allows kids at school to help each other



Each day starts with a lesson in friendship in a classroom at South View Middle School. The middle school is in Edina, Minnesota.

There are no specific directions or assignments. However, there are board games, time to talk and opportunities for kids who would once have lived separate lives at school to get to know each other.

This is South View's Peer Insights program. The program pairs students in special education with their general-education peers. The students sit side by side in the classroom and at the lunch table. They come together for special events like dance marathons or the homecoming parade. Some hang out together on the weekend.

The program is changing the school and the way students think about themselves, others and the world. The program has become a popular activity for students and has gotten the attention of other school districts. Some students are thinking about working in special education.

Eighth-grader Luke Hoekstra spends time in an advisory period with students in Aspire, the school's special education program. He said it has become a highlight of his day and has led to connections with other students.

"When I joined it, I felt it was an opportunity to help other kids, but now it doesn't feel like I'm helping. It just feels like I'm coming to advisory with my friends," he said.

Program Has 80 Student Leaders

Aspire student Filsan Sharif, also an eighth-grader, feels the same way. She smiled as she talked about befriending the Peer Insights students.

"I always see them at lunch and sit with them," Filsan said.

The program started almost 10 years ago, with an idea from teacher Jessica Cherne and a handful of students. Soon, Peer Insights attracted many eager participants. They have to fill out applications and have an interview to get into the program.

About 80 general-education students are now Peer Insights student leaders. They work with 24 special education students.

Before starting with Peer Insights, the students must go through training to widen their understanding of people with disabilities. They learn about different communication styles. After training, many of the Peer Insights students spend the first 20 minutes of their day with Aspire students in the school's special education center.

The Peer Insights students return during the day. They work with students who need help staying focused or with reading or writing.

Students Help And Encourage Each Other

One morning, an Aspire student named Jeanette Torres-Alpizar was nervous about going up to the whiteboard for an activity. Peer Insights students cheered her on. With encouragement from her peers, she stepped forward.

"You're doing great!" shouted one of the students. When Jeanette completed the activity, the room burst into applause.

Nearby, Muna Mohamud-Karie spoke with an Aspire student. Muna is an eighth-grader in Peer Insights. The student she talked to was getting upset over a lesson.

Muna had an idea. She asked if the girl would like to step out for a few minutes to spend some time in a special room nearby. The room has helpful equipment for students with sensory disorders.

A sensory disorder is when the brain has trouble processing information that comes in through the senses. Some people with sensory disorders are very sensitive to things in their environment. Common sounds can be painful or overwhelming.

The girl nodded and followed Muna.

Disabilities Are Nothing To Be Afraid Of

Muna said she's found much to enjoy about the program. She has seen that something as simple as a walk around the school can help everyone, including herself.

"Just being around these kids makes me want to interact with people with disabilities more, either to help or have a fun time and get to know them better," Muna said.

Sue Sullivan's son, Dermot, is in the special education program. Sullivan said she's seen the benefits of the program from both sides. Her older son was a Peer Insights leader before Dermot was paired with general-education students.

Even though her younger son does not speak and uses a wheelchair, he has found friends at school. Many come up and greet him when the family is out in the community.

The program teaches them that his disability is not something to be afraid of, Sullivan said. "Everybody's got differences."

Bringing Students Together

Special education teacher Jennie Schaefer has helped oversee Peer Insights for six years. She said connections between students add up. Since the program started, she said there's been a change in how almost everybody at the school thinks about special education. Special education students no longer spend the majority of their day in classrooms, separate from general-education students, without either group knowing much about the other.

"It's also shifted the mind-set of general ed teachers," she said. They see the benefit of the social ties, she said.

The integration of special education students into more of the school day and after-school activities has grown. School leaders at South View and other schools have been working to create more events and programs to bring students together.

The school has become a model for others in the state and across the country. School leaders come visit to see how Peer Insights is creating change.

Nick Cedergren works with Special Olympics Minnesota.

"I think the best part about this is that it's kind of a ripple effect," Cedergren said. "What South View Middle School is doing is spreading."

1 Read the introduction [paragraphs 1 -6] Select the paragraph from the introduction that shows Peer Insights' influence on students' future career goals.

(A) There are no specific directions or assignments. However, there are board games, time to talk and opportunities for kids who would once have lived separate lives at school to get to know each other.

(B) This is South View's Peer Insights program. The program pairs students in special education with their general-education peers. The students sit side by side in the classroom and at the lunch table. They come together for special events like dance marathons or the homecoming parade. Some hang out together on the weekend.

(C) The program is changing the school and the way students think about themselves, others and the world. The program has become a popular activity for students and has gotten the attention of other school districts. Some students are thinking about working in special education.

(D) Eighth-grader Luke Hoekstra spends time in an advisory period with students in Aspire, the school's special education program. He said it has become a highlight of his day and has led to connections with other students.

2 Read the section "Bringing Students Together." Which sentence from this section supports the conclusion that the Peer Insights programs has inspired others?

(A) Special education teacher Jennie Schaefer has helped oversee Peer Insights for six years.

(B) Since the program started, she said there's been a change in how almost everybody at the school thinks about special education.

(C) The integration of special education students into more of the school day and after-school activities has grown.

(D) The school has become a model for others in the state and across the country.

3 According to the section "Program Has 80 Student Leaders," how do students join the Peer Insights program?

(A) They have to be nominated by one of their teachers.

(B) They have to tutor special education students.

(C) They have to fill out an application and be interviewed.

(D) They have to volunteer for Special Olympics Minnesota.

4 Why does Jennie Schaefer feel Peer Insights is an important program?

- (A) It teaches general-education students they are no different than special education students.
- (B) It keeps special education students from being separated from the rest of the school.
- (C) It gives students an important break from their regular school classes and assignments.
- (D) It helps special education students learn to find rooms that are less overwhelming.

Day 4: Greek Prefix De/Bi

Many prefixes we use in English originally come from Greek or Latin words. The prefix de- is from Latin meaning “reduce” or “down” or “from.” The prefix bi- is from a Latin word meaning “two.” If you understand what the prefix means, it will help you understand the meaning of the whole word. For example, the root grade means “step” or “level.” Combine de- with grade, and it becomes the word degrade. Based on its original meaning, degrade means “reduce level” or lower the value or worth of something. Use the list in the bank to make five different English words out of de- and bi-. You may add a suffix or change the spelling a little if needed. Write a sentence for each word you make and circle the word you made with the prefix. Be sure to use words for both de- and bi-.

Word Bank

-annual
-cide
-crease
-cycle
-feat
-form
-lateral
-ocular
-ped
-pend

Sentences

- 1.
- 2.
- 3.
- 4.
- 5.

Day 5: Nonfiction

Teens fight for new law giving Oregon students mental health days



A new Oregon law will allow students to take "mental health days." They will be counted the same as sick days. Experts say the law is among the first of its kind in the United States.

It's not babying, though. Students who pushed for the new law say it's meant to change the image around mental health. Some view mental health struggles as a weakness.

Oregon has some of America's highest suicide rates. Suicides usually result when life feels unbearable. A person who takes their life is facing many problems. This often includes mental health disorders that affect mood and behavior.

Many people have mental health concerns at some point. A mental illness, such as depression, is different than a normal feeling like sadness. A mental illness causes ongoing stress, stopping a person from normal daily activities. Most mental illnesses can be treated with medication and therapy.

Treating Mental Health And Physical Health Equally

Oregon's new law clearly instructs schools to treat mental health and physical health equally. This is new. The law comes while schools are increasingly considering emotional health. Utah passed a similar law last year.

Oregon's law passed in June. It represents one of the few wins for youth activists in Oregon. Students like them became very involved in trying to get laws passed this year. They also pushed to strengthen gun control and lower the voting age. Those bills failed to become laws, though.

Hailey Hardcastle is an 18-year-old from outside Portland, Oregon. She helped champion the mental health bill. Hardcastle said she and other student leaders were partly motivated by other teens after the school shooting in Parkland, Florida. Many students rallied to push for stronger gun control laws.

"Just like those movements, this bill is something completely coming from the youth," Hardcastle said.

Hardcastle said they wanted to "encourage kids to admit when they're struggling."

Debbie Plotnik is vice president of the support group Mental Health America. Plotnik said implementing the idea in schools was an important step. It challenges how society approaches mental health issues.

"It's just as OK to take care for mental health reasons as it is to care for a broken bone," she said.

Suicide is Oregon's second leading cause of death among those ages 10 to 34. This number comes from Oregon's state Health Authority. More than one in six eighth-graders reported considering suicide within the past year.

Oregon does have a suicide rate 40 percent higher than the national average. However, it's not just an Oregon problem. The national suicide rate has also been on the rise and recently hit a 50-year high, says the Centers for Disease Control and Prevention. The rate increased more than 30 percent since 1999.

Previously, schools had to excuse only absences related to physical illnesses. At many schools, absences must be excused so students can make up missed tests.

Parents And Other Opponents

Hardcastle said she has received complaints from some parents. They say students can already take mental health days by lying or pretending to be sick.

Other opponents have said the law will encourage students to find more excuses to miss school. Oregon already suffers from one of the worst attendance problems in the nation.

Still, Hardcastle said that misses the point of the law.

"Why should we encourage lying to our parents and teachers?" she said. Hardcastle added that children should learn to be open with parents about their mental health. Good conversations could lead kids to get the help they need.

Parents Roxanne and Jason Wilson agree. They say the law might have helped save their 14-year-old daughter, Chloe. She took her life in February 2018.

The couple said the outgoing teen wanted to be a doctor. However, she faced bullying in middle school. She had come out as bisexual. Chloe would pretend to be sick to stay home.

"She lied to get her absences excused," said Roxanne. "We didn't get to have those mental health conversations that could have saved her life."

1 Read the paragraph from the article. Hailey Hardcastle is an 18-year-old from outside Portland, Oregon. She helped champion the mental health bill. Hardcastle said she and other student leaders were partly motivated by other teens after the school shooting in Parkland, Florida. Many students rallied to push for stronger gun control laws. HOW does this paragraph support the main idea of the article?

- (A) It explains a reason why some students championed the mental health bill.
- (B) It explains why many students have pushed for stronger gun control laws.
- (C) It shows that other students in the country have tried to create new laws.
- (D) It shows that some student leaders are actively trying to stop school shootings. 2

Read the paragraph from the article. Hardcastle said she has received complaints from some parents. They say students can already take mental health days by lying or pretending to be sick. Which statement summarizes the paragraph? (A) Some students have lied to their parents or pretended to need mental health days in order to avoid going to school.

(B) Hardcastle thinks that children should be more open with their parents about their mental health.

(C) Some parents oppose the mental health bill because they think students already take mental health days.

(D) Hardcastle wants kids to take care of their mental health the way they take care of their physical health.

3 According to the introduction [paragraphs 1-4], how does mental illness affect a person? (A) It causes the person to feel sadness less often.

(B) It causes the person to stop doing normal daily activities.

(C) It makes the person want to create a new law.

(D) It makes the person feel a little bit of stress sometimes.

4 What is the relationship between mental health days and sick days in Oregon schools?

(A) Mental health days are treated the same as sick days in Oregon schools.

(B) Mental health days have replaced sick days in Oregon schools.

(C) Mental health days are taken only after kids in Oregon schools have used up their sick days.

(D) Mental health days must be taken by all kids in Oregon schools.

Day 5: Greek Prefix

Many prefixes we use in English originally come from Greek or Latin words. The prefix du- is from a Latin word meaning "two." The prefix re- is from Latin meaning "again" or "back." If you understand what the prefix means, it will help you understand the meaning of the whole word. For example, the word pay means "give money or valuables for something." Combine re- with pay, and it becomes the word repay. Based on its original meaning, repay means "give money back" or clear a debt. Use the list in the bank to make five different English words out of du- and re-. You may add a suffix or change the spelling a little if needed. Write a sentence for each word you make and circle the word you made with the prefix. Be sure to use words for both du- and re-.

Word Bank:

-do
-et
-play
-plex
-plicate
-plicity
-play
-turn
-write

Sentences:

- 1.
- 2.
- 3.
- 4.
- 5.

Day 6: Nonfiction:

Coachella artist Lizzo, coming off a popular set, is poised for stardom



Since last year, the singer Lizzo has seemed like she is everywhere.

The performer, who also raps and plays the flute, was heard in various commercials, TV shows and movie trailers last year. Listen to her music and it's easy to see why she's getting so popular. Her songs are catchy and confident, blending thumping bass and gospel melodies. The Detroit, Michigan native, who grew up in Houston, Texas, has described her music as "church with a twerk."

Underground Sensation Hits Mainstream

Lizzo, born Melissa Viviane Jefferson, has been an underground sensation for years. She performed in indie hip-hop groups before releasing her debut album, "Lizzobangers," in 2013. It was followed by another independent release. However, she's seeing mainstream success with her latest album, "Cuz I Love You," released April 19, on the major record label Atlantic. She's also had a show-stopping run at the music festival Coachella.

Lizzo just announced a second leg of her tour, dubbed "Cuz I Love You Too," to support her major-label album debut.

Lizzo's songs feel like instant song-of-the-summer contenders. Her confidence is contagious. "If I'm shinin', everybody gonna shine," she declares on "Juice," the joyful lead single on "Cuz I Love You." In "Tempo," a club banger featuring Missy Elliott, Lizzo asserts that slow songs aren't worthy of her curvy body. "Can't move all of this here to one of those," she purrs.

Her lyrics are often playful, but Lizzo has the musical chops to back them up. She's been playing the flute since she was 10 and has worked the classical instrument into her music and stage presence. She's a band geek at heart. She played in marching bands from middle school to the University of Houston. There, she studied classical flute performance.

"Juice" delightfully gave way to a joke version of the legendary jazz flute scene from the comedy film "Anchorman."

Her Music In Pop Culture

Many of the songs that have popped into our popular atmosphere came before "Cuz I Love You." Lizzo lends her 2017 breakup single, "Truth Hurts," to a scene in Netflix's new show "Someone Great."

Lizzo's 2016 release, "Coconut Oil," spawned at least two songs that became popular. Her self-love anthem, "Good as Hell," first featured in "Barbershop: The Next Cut," was later heard in "A Bad Moms Christmas" and "I Feel Pretty." A few months ago, Weight Watchers featured the soulful "Worship" in a campaign announcing the brand's remake as WW.

Lizzo, who has been a champion of body positivity, drew some criticism for the Weight Watchers ad. "I made a commitment to feel-good music. I had to show my belly a lot of attention, a lot of love," she told the New York Times last year. Some fans were upset to hear Lizzo's music being used to promote a brand built around dieting. She addressed the backlash in honest Instagram Live videos and recently called it "a learning experience."

Lizzo's body is the centerpiece of her new album's cover. It features the singer without clothes. Her long black hair cascades down her back. In a recent video, posted to her social media accounts, she smooches a cake version of herself from the album cover.

She has been open about the times she wasn't so confident. Her father died in 2010, throwing the singer, then 21 years old, into a deep depression.

Mental illnesses, like depression, can cause ongoing stress and severely interfere with a person's ability to function. They can be treated with medication and therapy.

Her father had been her music's biggest champion. His death almost led her to quit.

"I was like 'I have no reason to do this anymore because I was doing it for him,'" Lizzo recently told the "Daily Show" host Trevor Noah. "But then I realized I have to do this for myself because he was doing it for me."

For The Fans

Lizzo says she is also doing it for her fans. "I can't wake up one day and not be black. I can't wake up one day and not be a woman. I can't wake up one day and not be fat," she said in a Teen Vogue interview last year. "I always had those three things against me in this world, and because I fight for myself, I have to fight for everyone else."

And she remains determined to share her music — and message — with the world. In April, her Coachella set suffered from ongoing technical issues. She took matters into her own hands, performing "Juice" a cappella, or without backing music.

At one point, she reached for her flute. "If they ain't gonna get the music right, I'm gonna get the music right," she reportedly told the crowd.

1 Which option BEST describes Lizzo's point of view about her father's death?

- (A) She was stressed out and realized that she needed to quit performing music.
- (B) She was very sad and discouraged but then realized that she needed to keep making music.
- (C) She remained confident through the experience since he was her biggest champion.
- (D) She was depressed at first, but being on the "Daily Show" helped her cope.

2 Read the sentences from the article. Her songs are catchy and confident, blending thumping bass and gospel melodies. Lizzo's songs feel like instant song-of-the-summer contenders. Her lyrics are often playful, but Lizzo has the musical chops to back them up. How do these sentences communicate the author's point of view?

- (A) They argue that Lizzo continues to improve musically over time.
- (B) They explain how Lizzo's music is popular enough to be used in TV and movies.
- (C) They reveal how Lizzo's songs have positive messages in them.
- (D) They describe Lizzo's music in a complimentary way.

3 Which sentence from the article would be MOST important to include in a summary of the article?

- (A) The performer, who also raps and plays the flute, was heard in various commercials, TV shows and movie trailers last year.

- (B) In "Tempo," a club banger featuring Missy Elliott, Lizzo asserts that slow songs aren't worthy of her curvy body.
- (C) She played in marching bands from middle school to the University of Houston.
- (D) In April, her Coachella set suffered from ongoing technical issues.

4 Which statement is a central idea of the article?

- (A) Lizzo's song "Good as Hell" was featured in "I Feel Pretty."
- (B) Lizzo's song "Juice" gave way to a joke version of the jazz flute scene from the comedy "Anchorman."
- (C) Lizzo has played flute since she was a child and works it into her music and performances.
- (D) Lizzo recently extended her "Cuz I Love You" tour.

Day 6: Greek and Latin Prefix Poly/En-Em

Many prefixes we use in English originally come from Greek or Latin words. The prefix en-/em- is from a Latin word and a Greek word meaning “to cause,” “to go into,” and “in.” The prefix poly- is from a Latin word meaning “many” or “much.” If you understand what the prefix means, it will help you understand the meaning of the whole word. For example, the root blem means “to throw” or “insert.” Combine em- with blem, and it becomes the word emblem. Based on its original meaning, emblem means “to throw in” or an ornament put on something. Use the list in the bank to make five different English words out of en-/em- and poly-. You may add a suffix or change the spelling a little if needed. Write a sentence for each word you make and circle the word you made with the prefix. Be sure to use words for both en-/em- and poly-.

Word Bank:

-circle
-counter
-dorse
-ester
-gon
-graph
-hedron
-phasis
-power
-syllable

Sentences:

- 1.
- 2.
- 3.
- 4.
- 5.

Day 7: Nonfiction

Middle school students work to make their lunchrooms friendlier places



For many kids, middle school is not easy. There can be hurt feelings, in-groups and bullying. There are the challenges of puberty and low-self esteem. Some kids may have a little too much self-esteem.

All the drama comes crashing together in the cafeteria. Lunchtime leaves some kids feeling friendless and like they don't fit in.

No One Eats Alone Day

A national campaign is trying to stop this. Called “No One Eats Alone Day,” the project makes sure that on one day kids all have someone to eat with.

Schools are picking up on it. More than 300,000 students across the country have signed up to participate in No One Eats Alone Day. In just a year, the program has grown from 35 schools in 2014 to more than 700.

The program was created by Beyond Differences, a national nonprofit group. Its mission is to change the culture in middle schools so all kids feel valued and accepted.

Social isolation and bullying have become huge problems in schools. The program gives students simple and fun ways to include others during lunchtime. It makes sure no one eats alone, said Laura Talmus, the founder of Beyond Differences.

Nobody To Eat With

Middle school was a rough couple of years for Talmus' daughter, Lili Smith. She was born with a medical condition and her facial or skull bones did not grow normally.

Nearly every day, Lili would finish her lunch at school, Talmus said. Then she would call her mother from the restroom, crying.

Lili would say, "Mom, I have nobody to eat with, and the girls don't want me to sit with them," Talmus said. "Lili was never teased or bullied, but was almost suffering as much because she felt invisible."

Lili died at the age of 15. Afterward, a group of teens from the community joined together to bring change to their local schools.

It is not an easy task.

At Rogers Middle School in Affton, Missouri, there was a lot of resistance to No One Eats Alone Day. A lot of students worried that they would not get to sit next to their friends.

Start A Conversation

At the school, there is an anti-bullying group called the Mistreatment Leadership Team. They planned the No One Eats Alone Day. The students in the group placed conversation starters on the tables in their cafeteria. There were questions like, "Who is your favorite celeb?" and "Who is your role model?"

The students of the Mistreatment Leadership Team waited nervously with pieces of paper to hand out to classmates. The papers were color-coded and let all the students know where to sit.

When the lunch bell rang, some kids complained when they saw their table.

Others tried to make the best of what they said was an uncomfortable situation.

“I would much rather sit alone than with people I don’t know, to be honest,” said Cori Caby. She is a seventh-grader.

Some Kids Reach Out

Some switched cards before others noticed so they could sit with their friends. Some got on their cellphones to get out of talking to kids they did not know.

No one thought the kids would become best friends after just one lunch. It was more about being aware of other people’s feelings, said Reece Black. He is an eighth-grader and one of the organizers. It was also about encouraging students to reach out and start a conversation with someone they normally do not talk to.

Sixth-graders Jenna Walden and Avarry Wilkerson ended up at a table by themselves. They noticed that Alexander Scherer, a new student at school, was alone. They moved over to sit with him, and as he ate his lunch, they all talked about Six Flags, the theme park.

“By the way, I’m Avarry,” she said to Alexander, just as lunch was coming to an end.

Reece and the other student leaders saw other kids reaching out.

“So that was pretty cool,” Reece said.

1 Select the sentence from the article that shows the growing acceptance of the program in schools.

- (A) More than 300,000 students across the country have signed up to participate in No One Eats Alone Day.
- (B) The program was created by Beyond Differences, a national nonprofit group.
- (C) The students in the group placed conversation starters on the tables in their cafeteria.
- (D) The students of the Mistreatment Leadership Team waited nervously with pieces of paper to hand out to classmates.

2 Select the paragraph from the section "Some Kids Reach Out" that shows a positive outcome to the "No One Eats Alone Day" program.

3 Select the sentence that contains a word or phrase that means "refusal to accept."

- (A) There are the challenges of puberty and low-self esteem.
- (B) Its mission is to change the culture in middle schools so all kids feel valued and accepted.

(C) At Rogers Middle School in Affton, Missouri, there was a lot of resistance to No One Eats Alone Day.

(D) When the lunch bell rang, some kids complained when they saw their table.

4 Read the sentence from the section "Nobody To Eat With." "Lili was never teased or bullied, but was almost suffering as much because she felt invisible." What does it mean when the author says that "she felt invisible"?

(A) Lili had a medical condition.

(B) Lili used to hide from bullies.

(C) Lili was avoided by other kids.

(D) Lili was different from other kids.

Day 7: Greek and Latin Prefix Inter/Super

Many prefixes we use in English originally come from Greek or Latin words. The prefix inter- is from a Latin word meaning "among" or "between." The prefix superis from a Latin word meaning "above," "beyond" or "over." If you understand what the prefix means, it will help you understand the meaning of the whole word. For example, the root act means "do something." Combine inter- with act, and it becomes the word interact. Based on its original meaning, interact means "do something among" or to act among others. Use the list in the bank to make five different English words out of inter- and super-. You may add a suffix or change the spelling a little if needed. Write a sentence for each word you make and circle the word you made with the prefix. Be sure to use words for both inter- and super-.

Word Bank:

-human
-man
-mission
-natural
-nova
-rupt
-sonic
-state
-view
-vise

Sentences:

- 1.
- 2.
- 3.
- 4.
- 5.

Day 8: Nonfiction

Star student at top New York school shines light on lack of diversity



NEW YORK, New York — The chances for African-American students to get into one of the best public schools in the United States are low. Yet Venus Nnadi got into THE best high school in New York.

In addition, the teenager from Queens, New York, became one of the top students at Stuyvesant High School in Manhattan. The 12th-grade student was accepted to each of the 18 colleges where she applied. The schools include some of the best in the U.S. like Harvard University.

There are more than 800 students in her class at Stuyvesant. However, Nnadi is one of just six African-Americans in her grade.

Seeks More Students Of Color At Elite Schools

Nnadi wants to end segregation in the school system. Segregation is the separation of people based on race. This can be done on purpose. This can also be done institutionally by schools and the government. A lot less resources are given to poorer communities.

This does not allow students who grow up there to be prepared for competitive programs. This results in fewer students of color at schools like Stuyvesant.

"There are so many talented black youth and they're being denied the opportunity," the 17-year-old said.

The teen, named for tennis great Venus Williams, is co-president of the Black Students League at Stuyvesant and captain of her track team. She also volunteers for groups that help the homeless and students who do not receive enough attention.

Nnadi wants to be a lawyer like her heroes, Barack and Michelle Obama. She plans to help disadvantaged people find justice.

The teen hasn't decided which school she'll attend yet. That choice will depend on how much money each college will offer as a scholarship.

Nnadi's journey hasn't been easy. Her daily trip from her home in Queens to Stuyvesant can take two hours each way.

Few Kids In Neighborhood Know About The Schools

Few kids in her mostly black neighborhood even knew about the city's top high schools. These include some of the nation's largest and most famous public schools like Stuyvesant, Brooklyn Tech and Bronx Science. Even fewer of the neighborhood kids dreamed of attending one.

Nnadi's fifth-grade teacher told her about the top schools. She spent the next three years training for the admissions exam eighth-grade students can take. She aced it.

Nnadi credits her mother, a city worker, and her father, a small businessman, for sparking her dream of academic excellence. The Nnadis have four children. Three of them attend one of the special schools. The fourth is in middle school.

"Education Is The Key To Success"

"Education is the key to success, especially to people like my parents who came here as immigrants," Nnadi said. "They instilled in me that I always have to work hard."

Her mother, Henrietta, and father, Sylvester, came to the U.S. from the African country of Nigeria in 1997.

"We were hoping to have a better life for the kids," Henrietta Nnadi said. "I think we've done well so far."

Still, the school system has too few stories like the Nnadis.

Mayor Vowed Changes, But Little Has Changed

Mayor Bill de Blasio vowed in 2013 to change how children are chosen for New York City's top public high schools. He said a test should not be the only measurement for selecting students.

Five years later, the test-based admissions system remains though. Most students at the city's top public schools are Asian and white.

Just 527 black and Hispanic kids were accepted into the city's top high schools in 2018. It is almost the same as the 524 kids in 2017.

Only 4 in 100 of the top schools' students are black. Hispanics make up about 6 in 100 of the students. Meanwhile, black and Hispanic students make up nearly 67 in 100 students at other public schools.

New schools Chancellor Richard Carranza started April 2. The leader of the schools said addressing segregation is a top need.

"Culture Shock": Few People Like Her On Campus

Nnadi said she didn't have one other black student in any classes until 10th grade at Stuyvesant.

"It was a huge culture shock," she said about rarely seeing anyone with her skin color.

She said the city must bring more students of color to Stuyvesant and other top schools. She thinks high school admission decisions should match college admissions. Colleges use many elements, such as writing skills and participation in activities, to measure a student's possible success.

One test alone shouldn't be the way schools pick students, she said.

1 One MAIN idea of the article is that Venus Nnadi worked hard to get into the best public high school in New York City. What is another MAIN idea of the article?
(A) Other siblings in Nnadi's family are also attending the top-rated schools in New York City.

- (B) Other good schools in New York besides Stuyvesant include Brooklyn Tech and Bronx Science.
- (C) Nnadi hopes that the city's schools will find a way to include more diverse groups of students.
- (D) Nnadi does not know where she will go to college because she was accepted by all 18 colleges.

2 Which sentence from the article BEST supports the article's MAIN ideas?

- (A) There are more than 800 students in her class at Stuyvesant.
- (B) "There are so many talented black youth and they're being denied the opportunity," the 17-year-old said.
- (C) Her mother, Henrietta, and father, Sylvester, came to the U.S. from the African country of Nigeria in 1997.
- (D) New schools Chancellor Richard Carranza started April 2.

3 Based on the article, what effect has the test-based admission system had on New York's top high schools?

- (A) It has kept them mostly segregated.
- (B) It has started to increase diversity.
- (C) It has included participation as part of the admission decision.
- (D) It has spread more resources around to all schools in the city.

4 Why does Nnadi feel that her parents deserve some of the credit for her success?

- (A) because they taught her that hard work is important
- (B) because they helped her study to get into school
- (C) because they will be paying for her to go to college
- (D) because they worked to make changes to city schools

Day 8: Greek/Latin Prefix Micro/In-, Im-, Il-, Ir

Many prefixes we use in English originally come from Greek or Latin words. The prefix micro- is from a Greek word meaning "small." The prefix in-/im-/il-/ir- is from a Latin word meaning "not." If you understand what the prefix means, it will help you understand the meaning of the whole word. For example, the root legible means "clear enough to be read." Combine il- with legible, and it becomes the word illegible. Based on its original meaning, illegible means "not clear enough to be read" or something written that is unreadable. Use the list in the bank to make five different English words out of micro- and in-/im-/il-/ir-. You may add a suffix or change the spelling a little if needed. Write a sentence for each word you make and circle the word you made with the prefix. Be sure to use words for both micro- and in-/im-/il-/ir-.

Word Bank:

-ability
-chip
-legal
-logical
-manage
-patient
-phone
-regular
-scope
-wave

Sentences:

- 1.
- 2.
- 3.
- 4.
- 5.

Day 9: Nonfiction

Spread of fake news prompts state media literacy efforts in schools



Since the 2016 U.S. presidential election, "fake news" has had teachers and lawmakers talking and worried. Now, they are doing something about it.

Lawmakers around the country are pushing schools to change their lesson plans. They want students to learn how to separate facts from fake news -- stories with false information.

This practice is also known as "media literacy." Many things can be considered media. A photo, a video, a news article, a blog or Instagram account can all be called media. Some lawmakers believe that students need the skill of literacy to not be tricked into believing false information.

States Pass Media Literacy Laws

The effort has been pushed by both Democrats and Republicans. Media literacy laws have been successful in Washington state, Connecticut, Rhode Island and New Mexico. Still, the effort has received little attention.

Hans Zeiger is a Republican state senator in Washington. He helped support a bill that passed in his state earlier this year. He thinks both Democrats and Republicans can "appreciate the importance of good information." He said it's important to learn tools that help dig out the truth from the news.

Supporters of new rulings say schools have not kept up with fast changes in technology. Studies show many children spend hours every day online. However, they struggle to understand all the information they see and hear.

Media Literacy Lessons Urged As Part Of Regular Courses

For years, they have pushed schools to include media literacy lessons. They want them to be mixed into classes in government, language arts, science and other subjects. This would include the ability to explore where certain information comes from.

Their efforts started getting more of a push after the 2016 presidential election. During that time, even many adults were reading and sharing false and misleading information. It was written by people who were looking to push their point of view, not tell the truth.

Michelle Ciulla Lipkin is director of the National Association for Media Literacy Education. Her group has existed for some time now, but she says people only recently understood the group's mission.

Study: Students Easily Tricked By Online "News"

A study was published last year by Stanford University. It warned that students from middle school to college were easily tricked. They were not prepared to carefully analyze information they saw online.

The researchers warned that democracy — our system where all can vote and participate in government — is threatened by fake news. If people believe lies, they may vote for the wrong law or person.

In June, Connecticut Governor Dannel Malloy signed a bill. It created a special group. This group will come up with ideas on how to teach students to evaluate what they see online.

Students Urged To Question Online Sources

Jennifer Rocca is a high school librarian. She lives in Brookfield, Connecticut. She urged lawmakers to pass the new media literacy laws.

She teaches a course to ninth graders about doing research online. It challenges students to evaluate the truth of online sources. That way, they can spot false information. As students research, they must write down where all their information came from. They must explain why these sources would be truthful.

Supporters say the new laws are a good first step. However, they think that teachers must be trained. They also think other changes should be made throughout the education system.

This has been hard on schools who have less money than others. These teachers and officials are already struggling. Supporters say they are cautious in adding more new rules for such schools. So far, laws have not made large, overall changes or any requirements yet.

Joint Efforts On Media Literary For Kids

Last summer, Rhode Island Governor Gina Raimondo signed two new bills. She called on state school officials to work with media literacy groups. Then, maybe schools could make this a subject at school.

Groups are helping lawmakers in several states write similar bills to be introduced in 2018.

“The combination of social media and misinformation really captured people’s awareness and attention in the last year,” said Erin McNeill. She is president of Media Literacy Now, a nonprofit group in Watertown, Massachusetts. “It took a long time” to get the public to care about studying the truth of the news, she said.

1 Read the section "Study: Students Easily Tricked By Online News." Which sentence from the section BEST explains how fake news can hurt the country as a whole?

- (A) It warned that students from middle school to college were easily tricked.
- (B) They were not prepared to carefully analyze information they saw online.
- (C) If people believe lies, they may vote for the wrong law or person.
- (D) This group will come up with ideas on how to teach students to evaluate what they see online.

2 Read the selection from the section "Students Urged To Question Online Sources." This has been hard on schools who have less money than others. These teachers and officials are already struggling. Supporters say they are cautious in adding more new

rules for such schools. So far, laws have not made large, overall changes or any requirements yet. Which of the following is the MOST accurate explanation of this paragraph?

(A) Only schools that have little money struggle to teach their students media literacy skills.

(B) Some schools are cautious about wanting to teach their students media literacy skills.

(C) New rules about teaching media literacy only apply to schools that have money and time to teach this skill to their students.

(D) Not all schools will find it easy to develop new classes on media literacy and so far, they don't have to.

3 What effect did the 2016 U.S. presidential election have on people's ideas of media literacy?

(A) People began viewing media literacy as important because many people were reading and sharing fake news stories about the election.

(B) People began viewing media literacy as less important because fake news played such a small role in the election.

(C) People began viewing media literacy as important because fake news was studied by many different researchers during the election.

(D) People began viewing media literacy as less important because fake news was not studied by very many researchers during the election.

4 According to the article, what is one way students can learn to determine which sources are honest? (A) by learning to only use websites that their teacher allows them to use in school

(B) by doing research online on a wide variety of websites that their teacher directs them to

(C) by looking closely at where they get information and learning to judge whether the source is believable

(D) by learning about the new law and only using the websites the government encourages them to use

Day 10 Nonfiction:

Hold on to your honey buns: American vending machines are getting healthier



There are 5 million vending machines in the United States. They are stocked with everything from chips to pretzels and chocolates.

We insert our money, press the buttons and wait for our snack. The metal spiral moves our snack forward until it finally hits the bottom.

These vending machines are in schools, workplaces and apartment buildings. They are in hospitals, colleges, universities, libraries and elsewhere.

"Better For You"

Starting next year, a third of their offerings will be "better for you." The National Automatic Merchandising Association (NAMA) announced the change this fall. NAMA represents the \$25 billion vending machine business. It has promised to increase the number of healthy snacks in vending machines nationwide.

NAMA's 1,000 members have agreed to the change. Partnership for a Healthier America (PHA) and the Alliance for a Healthier Generation also support it. Both groups work to fight obesity in young Americans. Obesity is when a person has much more fat in their body than is healthy. This can lead to health problems such as heart disease later in life.

"This is a very big deal for them," PHA CEO Nancy Roman said. She added that it is a big change, but they can move quickly working with other groups.

People's Tastes Are Changing

Vending machine snacks are usually shelf-stable foods. They can be safely stored at room temperature for some time. They also tend to be high in sugar and salt. However, Roman said vending machine businesses know that people's tastes are changing.

"The entire population would like to eat better food products — truck drivers want a chance to eat better food; millennials and Gen Z are leading the way," she said. "It's the vending industry positioning itself for tomorrow's consumers. It will make a meaningful change in the food culture and drive shifts in food production."

NAMA CEO Carla Balakgie said the change started in 2005. A labeling program started to label "better-for-you" products then. NAMA calls a food or drink "better for you" only in some cases. It must meet at least two of the healthy food guidelines set by groups such as PHA or the American Heart Association.

Josh Rosenberg is the former CEO of Accent Food Services in Texas. Accent Food is a vending machine company with thousands of machines and pantries. Rosenberg said sugar-based drinks will be replaced with water and non-sugary kinds. The healthy choices will also include apples and bananas, nuts, dried fruits and string cheese. Chips will be the baked kind, not fried.

Technology Pushing Change

Technology is also pushing this change. Thanks to technology, vending machine equipment is getting fancier. There are coolers with sensors and cameras. They can weigh your item to see what to charge you. "Tech has allowed us to reach beyond our boundaries," Rosenberg said.

For Rosenberg, this change is also an opportunity to compete with advanced vending machines in other countries around the world. "We want to become Japan in unattended retail," he said. Japan is a country in Asia. Still, he does not think honey buns will be going away anytime soon.

Experts are also looking at how this will affect people's wallets. Roman said low- and middle-income people usually tend to get vending machine foods. Vending machine items are usually cheaper. Balakgie said it is important to keep a range of items so low-income people can still eat from vending machines.

You will start seeing healthier snacks in vending machines next year. Look for them starting on January 1, 2020.

1 According to the section "Technology Pushing Change," how do newer vending machines work?

- (A) People insert their money, press the buttons and wait for their snacks.
- (B) A metal spiral moves people's snacks forward until they hit the bottom.
- (C) Coolers with sensors and cameras weigh what people take and charge them.
- (D) Workers see what people take out of coolers and ask them for the correct amount of money.

2 What caused Partnership for a Healthier America (PHA) and the Alliance for a Healthier Generation to support NAMA's changes?

- (A) PHA and the Alliance for a Healthier Generation want to help people access more shelf-stable foods.
- (B) PHA and the Alliance for a Healthier Generation want to compete with Japan in unattended retail.
- (C) PHA and the Alliance for a Healthier Generation want to sell more snacks.
- (D) PHA and the Alliance for a Healthier Generation want to fight obesity.

3 Which sentence from the article supports the MAIN idea of the article?

- (A) There are 5 million vending machines in the United States.
- (B) The healthy choices will also include apples and bananas, nuts, dried fruits and string cheese.
- (C) Josh Rosenberg is the former CEO of Accent Food Services in Texas.
- (D) Still, he does not think honey buns will be going away anytime soon.

4 Read the paragraph from the article. NAMA CEO Carla Balakgie said the change started in 2005. A labeling program started to label "better-for-you" products then. NAMA calls a food or drink "better for you" only in some cases. It must meet at least two of the healthy food guidelines set by groups such as PHA or the American Heart Association. Which statement BEST summarizes the paragraph?

- (A) A product is considered "better for you" if it meets at least two of the healthy food guidelines set by groups such as PHA or the American Heart Association.
- (B) The PHA and American Heart Association are groups that have agreed to the changes that NAMA announced in the fall.
- (C) The National Automatic Merchandising Association (NAMA) has promised to increase the number of "better-for-you" snacks in vending machines.

(D) Carla Balakgie wants to see more vending machines stock healthy food and beverage products.

Day 10: Greek/Latin Prefix Mis/Tri

Many prefixes we use in English originally come from Greek or Latin words. The prefix mis- is from Latin meaning "bad" or "wrongly." The prefix tri- is from a Greek word and a Latin word meaning "three." If you understand what the prefix means, it will help you understand the meaning of the whole word. For example, the root direct means "give instructions or guide." Combine mis- with direct, and it becomes the word misdirect. Based on its original meaning, misdirect means "wrongly giving instructions" or to give wrong directions. Use the list in the bank to make five different English words out of mis- and tri-. You may add a suffix or change the spelling a little if needed. Write a sentence for each word you make and circle the word you made with the prefix. Be sure to use words for both mis- and tri-.

Word Bank:

-angle
-behave
-chief
-color
-cycle
-dent
-plet
-read
-spell
-take

Sentences:

- 1.
- 2.
- 3.
- 4.
- 5.