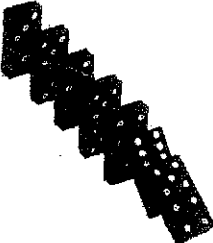
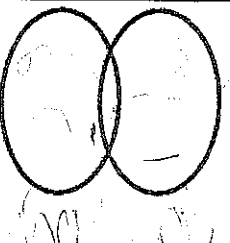
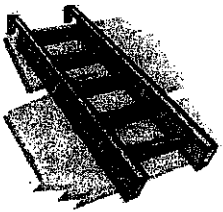
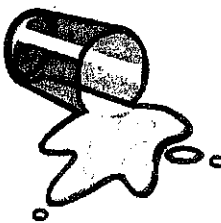



Text Structure Signal Questions & Signal Words

Cause and Effect	Compare and Contrast	Sequence	Problem and Solution	Description
				
Cause is why something happened. Effect is what happened. (Sometimes the effect is listed first.)	Shows how two or more things are alike and/or how they are different.	Describes items or events in order or tells the steps to follow to do something or make something.	Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions.	A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.

Signal Questions

What happened? Why did it happen? What caused it to happen?	What things are being compared? In what ways are they alike? In what ways are they different?	What items, events, or steps are listed? Do they have to happen in this order? Do they always happen in this order?	What is the problem? Why is this a problem? Is anything being done to try to solve the problem? What can be done to solve the problem?	What specific topic, person, idea, or thing is being described? How is it being described (what does it look like, how does it work, what does it do, etc.)? What is important to remember about it?
---	---	---	--	--

Signal Words

So Because Since Therefore If...then This led to Reason why As a result May be due to Effect of Consequently For this reason	Same as Similar Alike As well as Not only...but also Both Instead of Either...or On the other hand Different from As opposed to	First Second Next Then Before After Finally Following Not long after Now Soon	Question is... Dilemma is... The puzzle is... To solve this... One answer is... One reason for the problem is...	For instance Such as... To begin with An example To illustrate Characteristics *Look for the topic word (or a synonym or pronoun) to be repeated
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Compare-Contrast

Choose and read an article. Then...

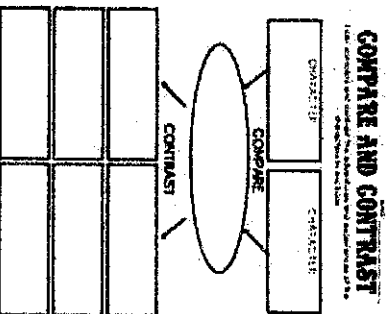
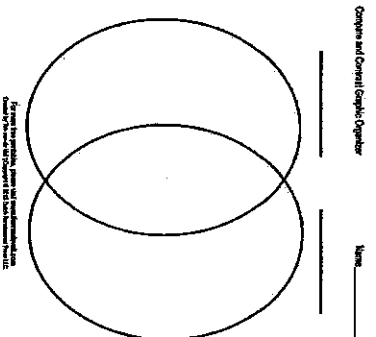
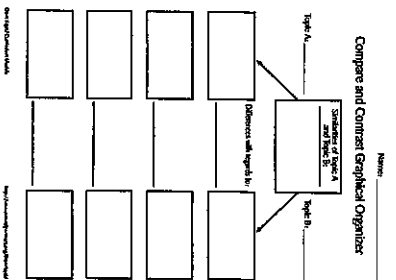
Create a graphic organizer to visualize and organize the information in the article. Use one of mine, alter one of mine, or find/make your own.

Answer these questions in complete sentences.

1. Which comparison do you think is the strongest? Explain.

OR

2. Which contrast do you think is the strongest? Explain.
3. What transitions (signal words) did the author use?



Compare/Contrast Matrix		
	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

DIRECTIONS Write your answers to the questions in the space below.

School Days: A World of Differences

1 Twelve-year-old Akira lives in Tokyo, Japan. He races out of school on Friday afternoon, but he is not heading home or going off to play with friends. Instead, he is on his way to "crash school" where he will spend hours studying for a special test. Akira needs to pass this test to get into middle school. When he gets home that evening, he will study his notes and do homework assignments for several hours.

Like Akira, most students in Japan work very hard to succeed in school. Students in the United States are also hardworking and eager to succeed, but they do not spend as much time in school or hitting the books after school. The school systems in Japan and the United States share many of the same goals, but the approach to education in each country creates a world of differences in schools and in students' lives.

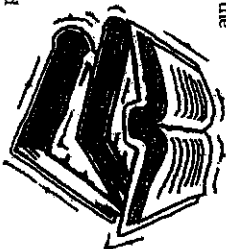
Both countries require students to stay in school from the ages of five or six to fifteen or sixteen. However, Japanese children tend to enter kindergarten at three and stay in school until they are eighteen. They need to pass an exam just to enter grade school, and they face

2. What differences between Japanese and American schools are explained in the third and fourth paragraphs?

even more tests to get into high school. Japanese students are under a lot of pressure to succeed, not just for themselves but for their families. Failing any of these tests is considered shameful to both the students and their families.

Students in Japan spend far more days in school during the year than students in the United States. A Japanese student attends school 240 days a year, whereas a student in the United States goes for 180 days. In addition to Monday through Friday, Japanese students are in school for a half day on Saturday with one or two Saturdays off each month. The average summer vacation for students in Japan lasts only six weeks, while summer vacations in the United States can last twelve weeks.

In both countries the school day usually ends around three o'clock. After school, though, many Japanese pupils attend "crash



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ELEMENTS OF LANGUAGE | Introductory Course | Alternative Readings

School Days: A World of Differences (continued)

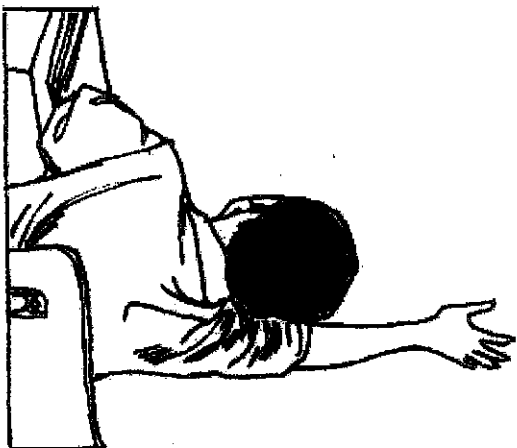
schools" two or three days a week where they study for their next major test. These sessions last two or three hours. Like students in the United States, they may also take private lessons in music or sports after school or belong to school clubs. Then, in the evening, Japanese students usually do several hours of homework. In fact, they may do as much as five or six hours each night.

Overall, students in the United States probably spend more time after school on sports, hobbies, and friends than on schoolwork and tests. Many students in the United States finish their homework before they get home.

Students in Japan and the United States are taught many of the same subjects. Japanese children are also taught to respect their teachers and take care of their school. For example, students are responsible for cleaning the school's rooms, hallways, and bathrooms. Although students in both countries learn the same subjects, students in the same grade all

3. In this paragraph, what main difference in after-school activities is described?

4. How does the writer organize the similarities and differences described in paragraph six?



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CHAPTER 4 | Comparison and Contrast | Reading Workshop

School Days: A World of Differences *(continued)*

over Japan study the same lessons from the same books. Teachers must teach "by the book," following set lessons. There is no flexibility for students to learn in their own ways. Gaining knowledge and skills is considered more important than thinking creatively. In the United States, on the other hand, different teachers teach a subject in different ways. In addition, students are often encouraged to learn in their own individual ways. Many states and school districts have their own rules about what is taught.

People sometimes disagree about whether Japan or the United States has a better educational system. Each one has strengths and weaknesses. Compared to students in the United States, students in Japan spend more time attending school, studying, and taking tests. Students must first show that they have the knowledge and skills they will be tested on again and again before they are allowed to learn in their own ways and be creative. The approach to education in each country may be different, but both encourage students to work hard, do their best, and succeed in whatever careers they choose.

Name _____

Name: _____

Main Idea and Details

Main Idea:

Detail:

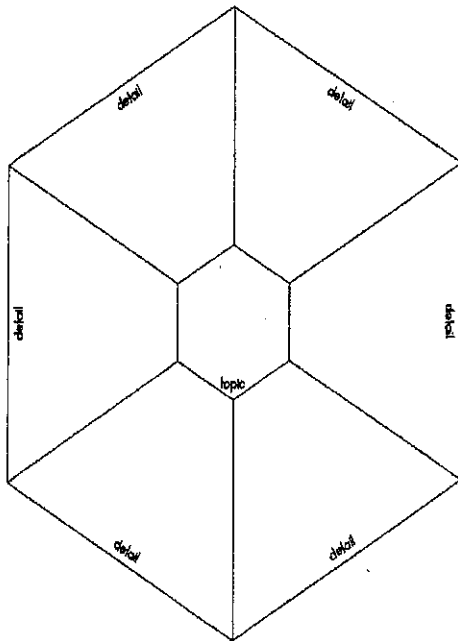
Detail:

Detail:

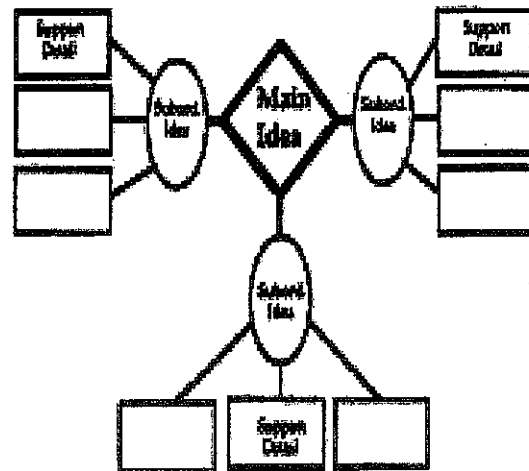
Summary:

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Description or Thematic Map

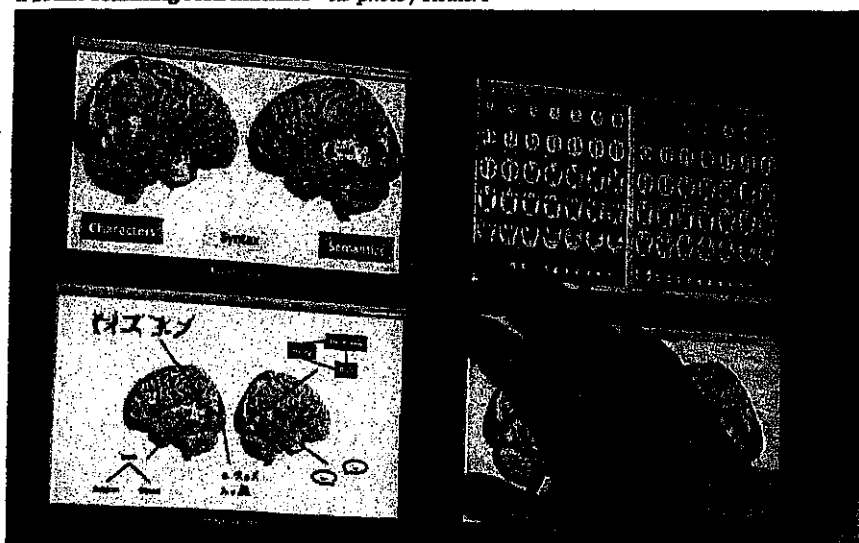


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Images show a combination of data and graphics compiled as each word of a chapter of "Harry Potter and the Sorcerer's Stone" was flashed for half a second onto a screen inside a brain-scanning MRI machine - AP photo / Reuters



What happens in a brain when you read Harry Potter?

By Luran Neergaard | Associated Press

Harry Potter can help us learn about how our brains work.

Reading about Harry's adventures of learning to fly his broomstick activates some of the same

regions in the brain that we use to perceive real people's actions and intentions.

In a unique study, scientists peeked into the brains of people caught up in a good book. The researchers emerged with maps of what a healthy brain does as it reads.

The research team from Carnegie Mellon University was pleasantly surprised that the experiment worked.

Most scientists have tracked how the brain processes a single word or sentence. They look for clues to language development. They focus on one aspect of reading at a time. But reading a story requires multiple systems.

Those systems must work at once.

Measuring all that activity is remarkable. So says Georgetown University neuroscientist Guinevere Eden. She helped pioneer brain-scanning studies of dyslexia. But she wasn't involved in this new work.

"It offers a much richer way of thinking about the reading brain," Eden said.

There's no turning pages inside a brain-scanning MRI machine. You have to lie still. So at Carnegie Mellon, eight adult volunteers watched for nearly 45 minutes. Each word of Chapter 9 of "Harry Potter and the Sorcerer's Stone" was flashed for half a second onto a screen.

Why that chapter? It has plenty of action and emotion. Harry swoops around on his broom. But there's not too much going on for scientists to track, said lead researcher Leila Wehbe.

The research team analyzed the scans, second by second. This created a model of brain activity involved with different reading processes. The research was published by the journal PLoS One.

Wehbe had the idea to study reading a story rather than just words or phrases.

Scientists are calling this research a first step in learning how to see what the brain does when someone reads.

- Posted on December 3, 2014

820L 920L 1080L 1290L Log in to post a comment



What happens in a brain when you read Harry Potter?



What happens in a brain when you read Harry Potter?



Teen studies her own cancer



"Dreadnoughtus" dwarfs 7 elephants



Does music make you smarter?



Choose and read an article. Then...

Create a graphic organizer to visualize and organize the information in the article. Use one of mine, alter one of mine, or find/make your own.

Answer these questions in complete sentences.

1. What is the problem?
2. What solution(s) is/are presented to solve the problem?
3. Evaluate the solution(s). Explain your thinking.
4. What problem/solution transitions (signal words) did the author use?

Name: _____ Date: _____

Graphic Organizer: Problem Solution

Problem:

Choice #1:

Choice #2:

Choice #3:

Pros: **Cons:**

Pros: **Cons:**

Pros: **Cons:**

Solution:

GO4BOOK

find more resources at www.studymaterials.com

Problem-Solution Outline

Problem

Who

What

Why

Solution

Attempted Solutions

1.

2.

Results

1.

2.

End Result

Problem/Solution Outline

Problem

Who

What

Where

When

Why

How

Solution

Attempted Solutions

1.

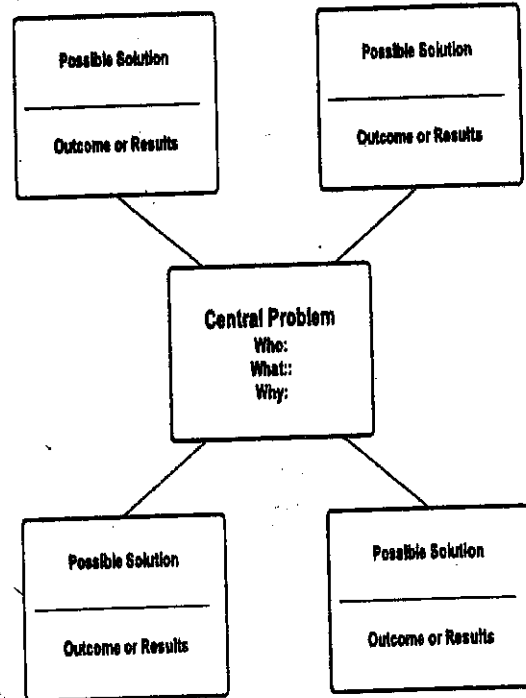
2.

Results

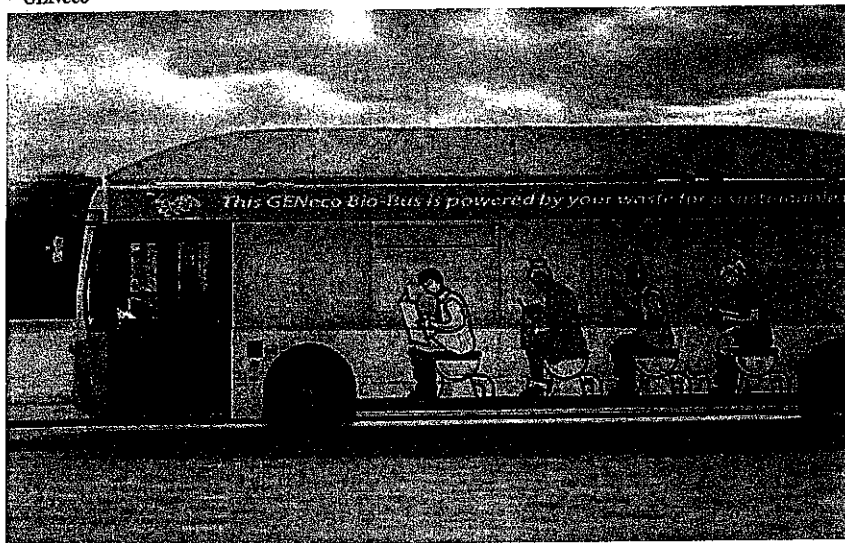
1.

2.

End Results



- GENeco



Commuter bus runs on human waste



By Corinne Iozzio | *Smithsonian.com*

On November 20, 2014, tourists boarded a bus at Bristol Airport. It ran to Bath in England. The markings on the bus, however, showed that this bus was different. One side of the bus pictured people dumping food scraps into food-recycling bins. This

is how people dispose of waste in the United Kingdom. The other side showed people sitting on toilets.

The vehicle was the Bio-Bus. It's the first bus in the U.K. using fuel made from sewage and food waste. The biogas plant GENeco built the bus. Each year, five people make enough sewage and food waste to run the bus for about 186 miles.

The bus offers sustainable, low-pollution transportation. "Gas powered vehicles have an important role to play in improving air quality in U.K. cities, but the Bio-Bus goes further than that and is actually powered by people living in the local area, including quite possibly those on the bus itself," GENeco general manager Mohammed Saddiq said. "Using bio[gas] in this way not only provides a sustainable fuel, but also reduces our reliance on traditional fossil fuels."

The source of the fuel may be yucky. But the bus is a breath of fresh air. A Fast Company report claims that replacing diesel fuel cuts pollutants by 97 percent. GENeco also claims the bus releases 20 to 30 percent less carbon dioxide than a diesel model would. So it contributes less to climate change.

The GENeco biogas plant makes enough electricity to power 8,500 homes.

Biogas is created in a tank without oxygen, called a digester. Microorganisms break down organic material. The process creates biogas and byproducts with fiber. The byproducts are made into animal bedding, fertilizers and other things. Then biogas is concentrated to the levels needed to replace fuel or make electricity.

This process uses different waste sources. For example, it can make biogas from landfills, wastewater, manure, and farm waste. The GENeco plant converts more than 2.6 billion cubic feet of sewage. It also converts more than 38,000 tons of food waste.

Biogas would make a big difference if used worldwide. The EPA's National Renewable Energy Laboratory estimates that gathering all available U.S. sources of biogas could reduce the natural gas used for electricity by 46 percent. It could completely replace natural gas in transportation. In fact, tapping all sources could produce enough biogas to replace 35 billion gallons of gasoline. Currently, more than 1,500 U.S. wastewater treatment centers use biogas digesters. Some produce all the electricity the center needs to operate.

Using biogas for transportation is still new. Renewable-energy laws, however, have spurred similar projects across Europe recently. For example, Sweden uses biogas to run a fleet of more than 36,000 trucks, buses, and other vehicles. And about 80 poo-powered buses operate in Oslo, Norway.

In 2010, GENeco introduced the Bio-Bug before trying to transform public transit. The Bio-Bug showed that transportation vehicles could use fuels from sewage. The Bath Bus Company operates the Bio-Bus. It also runs tour buses in U.K. destinations. But it hasn't committed to using more Bio-Buses.

Critical thinking challenge: *How do you think U.S. consumers would react to public transportation fueled by human waste?*

- Posted on January 16, 2015

800L 930L 1110L 1290L Add Comment Assign Take Quiz



You can see tomorrow's cars today - in Detroit



Scientists build robot that runs, call it "cheetah"



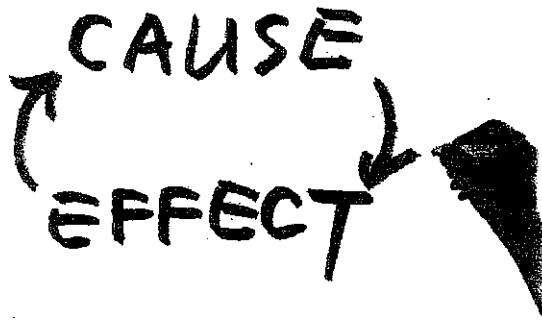
Wanna buy an 80-foot igloo?



Would you pay for poo from a zoo?



More students are taking the walking "bus"



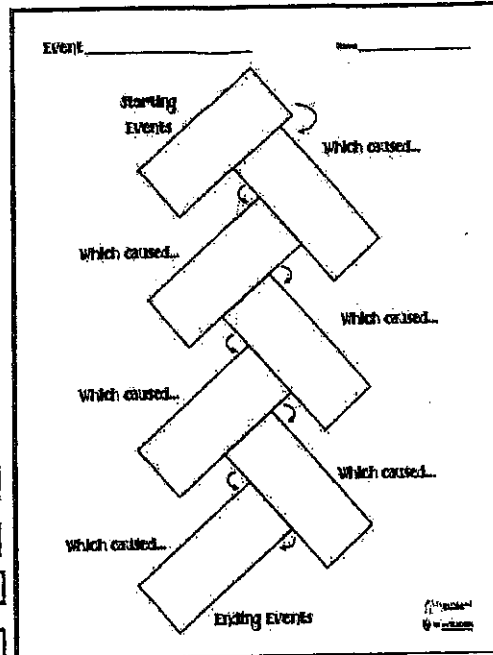
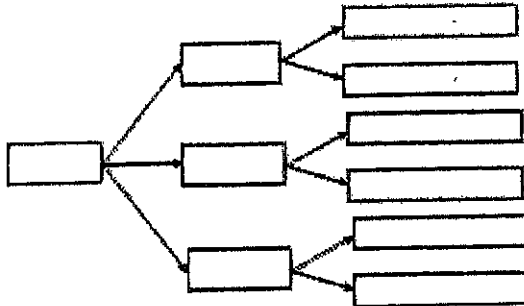
Choose and read an article. Then...

Create a graphic organizer to visualize and organize the information in the article. Use one of mine, alter one of mine, or find/make your own.

Answer these questions in complete sentences.

1. What happened?
2. What caused it to happen?
3. What happened as a result?
4. What transitions did the author use?

Example 2



Name: _____

Cause and Effect

Cause:

Effect:

Effect:

Effect:

© 2000-2001 by [illegible]

Name _____ Date _____

Causes Chart

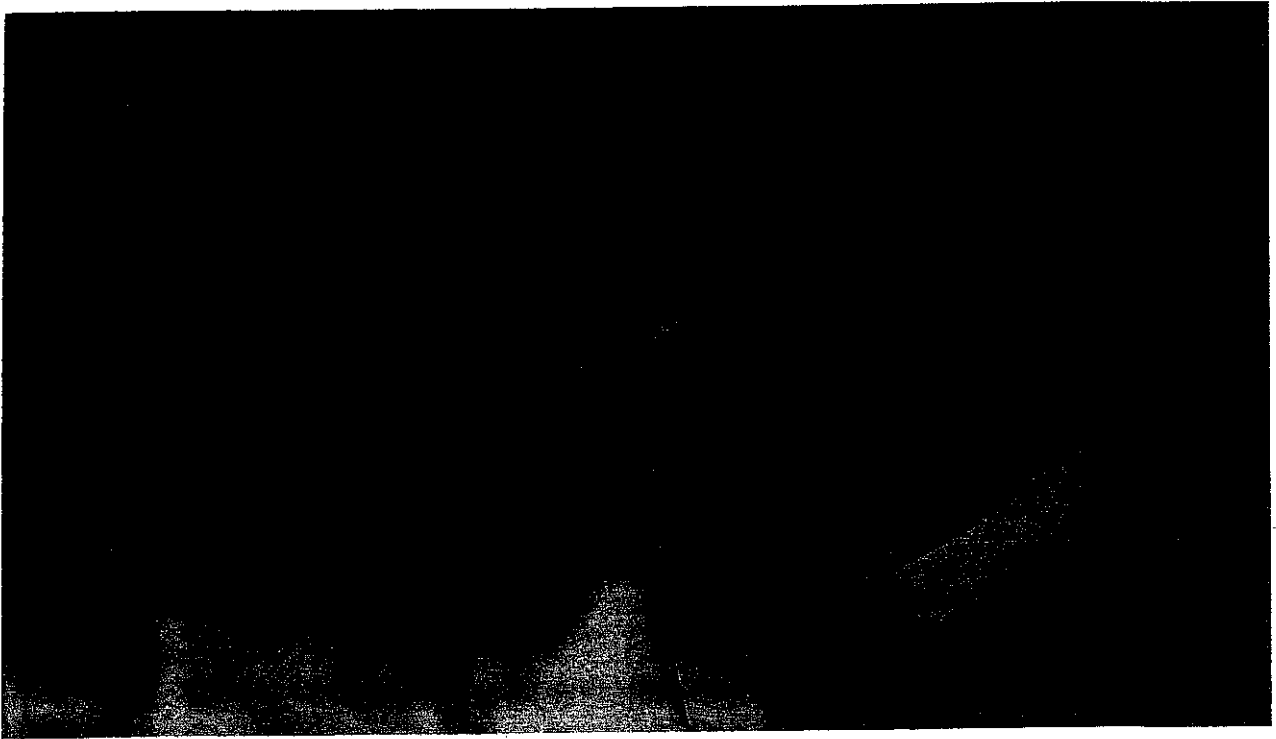
Graph or Diagram

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Friends making you yawn? That's a good thing, study says

By Los Angeles Times, Adapted by Newsela staff on 02.11.16

Word Count **538**



Robert B. Thomas, 14, of Vincent, Ohio, yawns during the second round for competitors of the National Spelling Bee at the Grand Hyatt Hotel in Washington, D.C., June 3, 2010. At left is Laura Olivia Newcombe, 11, of Toronto, Canada. Scientists found that women are more likely than men to yawn back if they see someone yawning. Astrid Riecken/MCT

If a person yawns, women are more likely than men to yawn back. Italian scientists published this claim recently in the journal *Royal Society Open Science*. Their finding came as part of a study on yawning as a social contagion. Also called a behavioral contagion, a social contagion is where information, ideas or behaviors spread from person to person. It is similar to the way contagious diseases spread.

A yawn is involuntary, and is characterized by opening the mouth, breathing in, expanding a tube that leads to the eardrums, and then exhaling. The whole process takes about six seconds and may be one of the best known social contagions. A person who sees a friend yawn might also yawn, even if he or she is not tired. "Yawning is contagious in that it can be triggered by others' yawns," the scientists from the University of Pisa in Italy wrote. Hearing, seeing, reading about or even thinking about yawning can cause a person to yawn.

In the study, scientists connect contagious yawning to empathy, sensing and relating to other people's feelings. Contagious yawning seems to start increasing when children are 4 or 5, about the same time they start to develop empathy. It decreases along with empathetic abilities in old age.

"Empathy-Based Phenomenon"

"There is growing evidence that yawn contagion is an empathy-based phenomenon," the scientists wrote. "Contagious yawning recruits different neuronal networks involved in empathic processing." A neuronal network is also known as a neural network. It is a system of cells that relay nerve impulses in the brain, spine and nerves. Contagious yawning is also more common between friends and family than it is between strangers.

People are not the only ones who catch yawns from others. Chimpanzees, bonobos, dogs, wolves and other animals have also been known to do so. Contagious yawning can even spread between species; scientists have found that chimpanzees and dogs both find human yawns contagious.

Research also suggests that women have a greater capacity for empathy than men do. The Italian scientists connect more empathy to more contagious yawning. They write, "If women are more empathic than men, then we also expect that in the susceptible population, women are infected at higher rates by others' yawns."

Type Of Relationship Matters

To find out, the scientists conducted a study. They observed people at work, eating dinner and at various social events. Over five years, from 2010 to 2015, they recorded almost 1,500 cases of yawning. Researchers focused on 92 pairs of people who experienced at least three separate instances of passing a yawn.

They found no difference between men and women in the rate of ordinary yawning. However, women responded much more frequently to other people's yawns than men did. In addition, both men and women were more likely to yawn in response to friends who yawned, than to acquaintances. Both were even more likely to respond to the yawns of people with whom they spend a lot of time.

Scientists say the fact that women have higher rates of empathy could affect more than just social yawning. It could make them better parents, better communicators, and better at living in groups. Greater empathy may also allow women to form more lasting relationships.

Sequence/Chronological

Choose and read an article. Then...

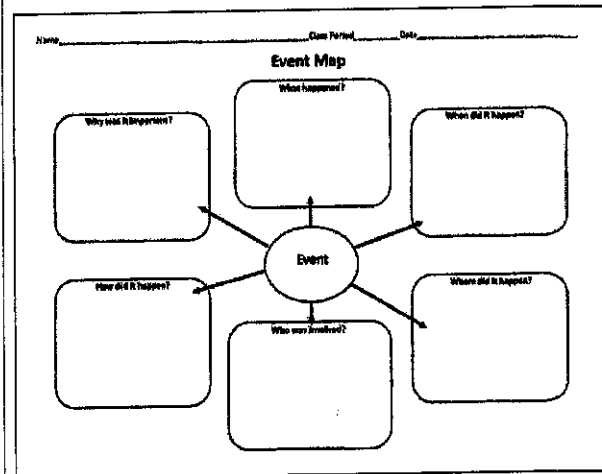
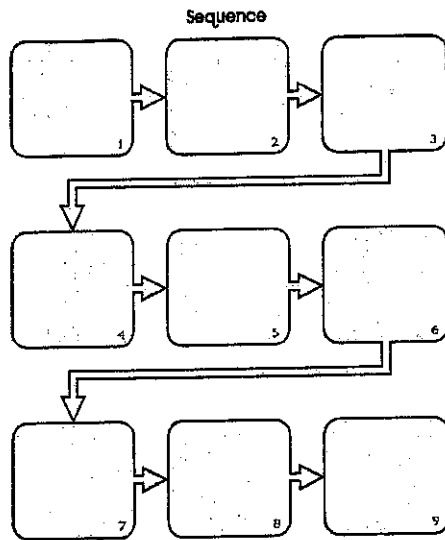
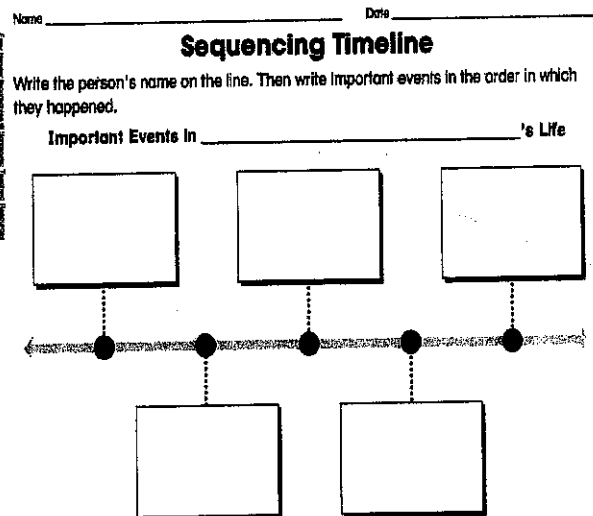
Create a graphic organizer to visualize and organize the information in the article. Use one of mine, alter one of mine, or find/make your own.

Answer these questions in complete sentences.

1. What event do you feel had the biggest impact on the subject? Explain.

2. Summarize the article in 3-5 sentences (remember five w's and an h strategy or word splash).

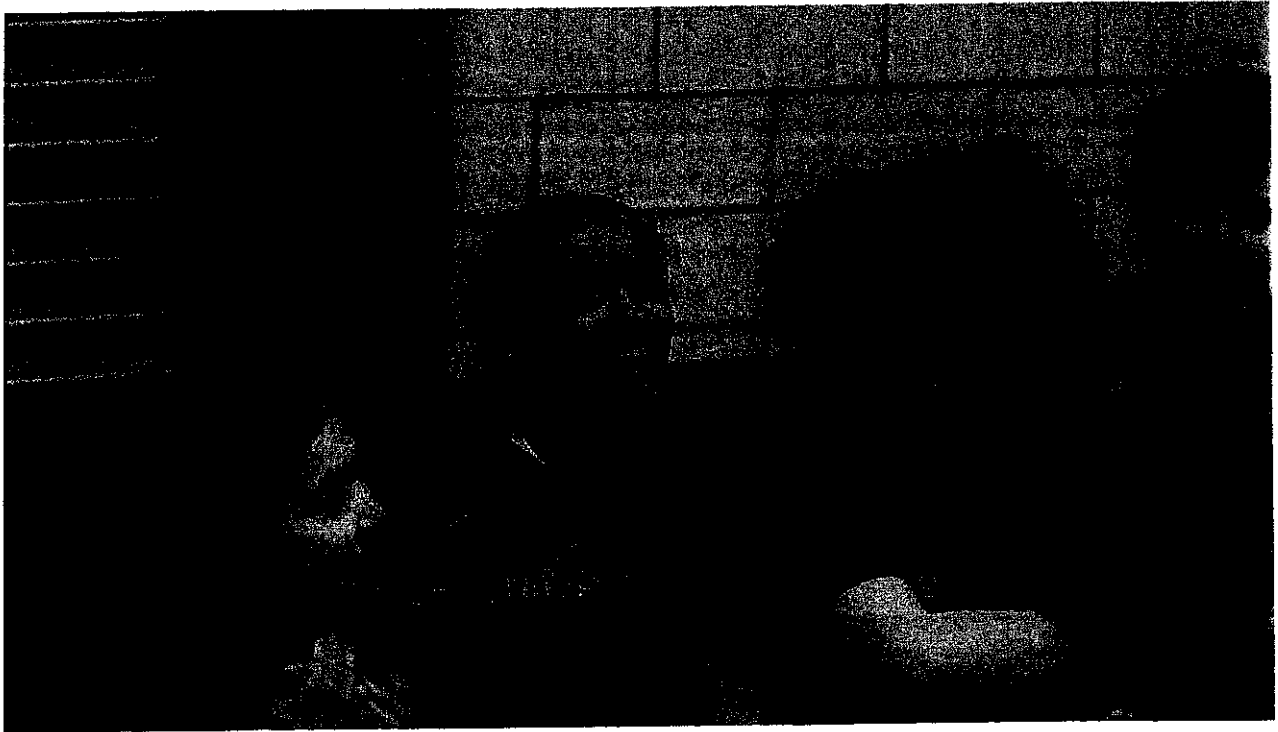
3. What transitions (signal words) did the author use?

"No girls allowed" but a 5th-grade basketball team won't kick off its girls

By Washington Post, adapted by Newsela staff on 02.17.17

Word Count **761**



The St. John's fifth-grade CYO basketball team refused to play its game on February 10, 2017, after the team was told its girl players could not participate. Photo: by John O'Boyle/NJ Advance Media

For several years, a boys' basketball team in New Jersey has included a pair of girls. Recently, however, the squad of fifth-graders was given a difficult choice: Drop the girls, or give up playing for the rest of the season.

The team's decision was courageous and inspiring.

Before a game last week, the youngsters from St. John the Apostle school decided to skip their final two games, plus the postseason, rather than play without two longtime teammates. "It's not fair that we get to move on but they can't," one of the boys said.

"It shows that they care," one of the girls said. "I'm part of them just as they're part of me, and they don't want to break that bond, just like I don't want to break that bond."

"I think the rules are ridiculous," she added.

Confusion Over The Rules

The team is part of the Catholic Youth Organization league, which includes teams from Catholic schools. Catholic schools and churches are divided into archdioceses, each of which is led by a cardinal known as an archbishop.

The New Jersey archdiocese's rules should have prevented the team from ever having girls on it, the children were told by the league's director two weeks ago. Because of the girls' presence, the squad's record for the season was erased, the director said.

Yet despite the warning, the whole St. John's team showed up for Friday's game against St. Bartholomew the Apostle. The tip-off was delayed as parents and coaches tried to figure out how to proceed.

"These Kids Are Doing The Right Thing"

Eventually, a parent put the question to the fifth-graders: "Is your decision to play the game without the two young ladies on the team, or do you want to stay as a team as you have played all season, with the girls on the team?"

The children were asked to vote with a show of hands, and all 11 went up in favor of staying "as a team."

A mother of one of the girls, who is also a coach of the team, reminded the squad that "this would be the end" of its season, including the playoffs. "It doesn't matter," one boy said.

After the St. Bart's team left the gym, St. John's players split into two sides — girls included. They proceeded to play a game that was meaningless in terms of the league's standings but filled with significance for all involved.

"These kids are doing the right thing," said a parent, who added that she was feeling "pure pride" in their decision. "We don't have to tell them what to do, they just know. It's amazing."

Different School, Same Problem

A spokesman for the archdiocese said the rules make it clear that girls and boys cannot play on the same team. He said the St. John's athletic director had admitted that he made a mistake by permitting the two girls to join the squad several years ago. The cardinal of the archdiocese, responding to parents of the players, had at first agreed that the girls should be allowed to finish out the season. Later, he reversed that decision for what the archdiocese said were legal reasons.

A nearby school in the same archdiocese, St. Theresa's in Kenilworth, New Jersey, recently was in the national news as well. It expelled a 12-year-old girl, Sydney Phillips, in response to a lawsuit her parents had filed to prevent her from being kept off the boys'

Sydney had tried to join the boys' team after the girls' team had been discontinued because not enough girls were interested in playing. This was the same problem the St. John's girls had faced.

Something Positive Came Of It

Because of an apparent oversight, their ability to play on the boys' team allowed the St. John's girls to play the sport they love. On Friday, however, they had to settle for a united showing of team spirit.

"The positive thing we saw was that everyone came together and supported each other," a St. John's parent told the team afterward. "That's what Catholic school and being a Christian is all about," he said.

Fighting tears, he added: "What I see here is the reason why we send our children here."

UPDATE The Archdiocese of Newark's archbishop, Joseph Tobin, announced the girls are to be put back on the team, the two regular games that were not played are to be rescheduled, and the team is to remain together for the playoffs.

