

English Language Arts



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English Language Arts

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TO THE STUDENT

Welcome to the *New York English Language Arts, Grade 11*, which provides extensive instruction and practice on the New York State Learning Standards for English Language Arts & Literacy that are essential to mastering the New York State Regents Exam in English Language Arts.

Here's how to use this book:

- 1. This book contains three full-length practice tests: the Tryout Test, the Progress Test, and the Mastery Test. All three practice tests are closely modeled on the New York State Regents Exam in English Language Arts. Like the Regents Exam, each practice test contains three parts: Part 1 has three texts followed by 24 multiple-choice questions; Part 2 requires writing an Argument from sources; and Part 3 involves writing an Text-Analysis Exposition.
 - Before you begin the first lesson, take the **Tryout Test**. This test will familiarize you with the style and content of the Regents Exam and will reveal your strengths and weaknesses in the standards and skills you need to know for the exam. Once you complete the Tryout Test, you can use this book to study the types of standards and skills that you found challenging.
- **2.** Next, work through the **Lessons** and **Unit Review Tests**. Each lesson provides the following key features:
 - **Instruction:** Focused instruction quickly teaches you the essential concepts and skills from New York's standards.
 - **Bright Ideas:** A warm-up exercise gives you interactive instruction and essential writing practice.
 - **Get Started:** Guided practice with *Think About It* support improves reading comprehension by helping you understand the correct answer to each multi-choice question. In addition, because writing skills are key to mastering the Regents Exam, a *Write It Out* feature encourages you to craft written responses to passages.
 - **On Your Own:** Independent practice provides key question types, including multiple-choice and written responses.
 - **Explore and Learn:** An extension exercise allows you and a partner to creatively apply the skills from the lesson, which further reinforces the text-analysis and writing skills you need for the Regents Exam.
- **3.** Following the Lessons, the **Writing Workshop** teaches you the key types of writing–including Arguments and Text Analysis–that appear on the Regents Exam. The Writing Workshop uses step-by-step instruction to help you focus on the essentials of writing thorough responses to source texts.
- **4.** After completing all the lessons, take the **Progress Test**. Your score on this test will help show your progress on learning the key standards and skills necessary for the New York Regents Exam.
- **5.** Finally, take the **Mastery Test**, which will assess how many key standards and skills you have mastered.

We hope that you enjoy using this book and that you have a fun and rewarding year!

Table of Contents

Tryout Test	
Reading Informational Text	
UNIT ONE-KEY IDEAS AND DETAILS	
LESSON 1 Analyzing Explicit Details and Implicit Meanings 26	(11-12 R1)
LESSON 2 Citing Strong and Thorough Textual Evidence 32	(11-12 R1)
LESSON 3 Identifying Central Ideas	(11-12 R2)
LESSON 4 Providing an Objective Summary	(11-12 R2)
LESSON 5 Analyzing a Complex Set of Ideas or Sequence of Events 45	(11-12 R3, R8, R9)
LESSON 6 Explaining How Ideas and Events Interact and Develop . 52	(11-12 R3)
UNIT ONE Review Test	
UNIT TWO-CRAFT AND STRUCTURE	
LESSON 7 Analyzing Figurative Language	(11-12 R4, L5, L5a)
LESSON 8 Analyzing the Connotation of Words	(11-12 R4, L4, L5b)
LESSON 9 Analyzing Technical Language	(11-12 R4, L4, L6)
LESSON 10 Analyzing Point of View and Purpose	(11-12 R6, R8, R9)
LESSON 11 Analyzing Style and Content	(11-12 R5, L3a)
LESSON 12 Evaluating the Structure of Informational Texts 102	(11-12 R5)
UNIT TWO Review Test	
Reading Literature	
UNIT THREE-KEY IDEAS AND DETAILS	
LESSON 13 Analyzing Explicit Details and Implicit Meanings 121	(11-12 R1, R11)
LESSON 14 Citing Strong and Thorough Textual Evidence 127	(11-12 R1)
LESSON 15 Identifying Themes	(11-12 R2)
LESSON 16 Providing an Objective Summary	(11-12 R2)
LESSON 17 Analyzing Plot and Character Development 143	(11-12 R3, R5)
UNIT THREE Review Test	

UNIT FOUR-CRAFT AND STRUCTURE	
LESSON 18 Figurative Language	(11-12 R4, L5, L5a)
LESSON 19 Word Choice	(11-12 R4, L3; L4, L4a,L4d, L5b)
LESSON 20 Tone	(11-12 R4)
LESSON 21 Literary Structure	(11-12 R5)
LESSON 22 Climaxes and Resolutions	(11-12 R5)
LESSON 23 Irony and Sarcasm	(11-12 R6)
LESSON 24 Satire and Understatement	(11-12 R6)
UNIT FOUR Review Test	
Writing Workshop213	
FIVE STEPS TO WRITING SUCCESS • Development. 214 • Organization 218 • Evidence. 224 • Language and Style 229 • Conventions. 232 WRITING ARGUMENTS • Write a Claim 234 • Support a Claim 237 • Use Counterclaims 239 • Use Evidence from Sources 241	(11-12 W1, W1a-e, W2, W2a-f, W4, W5, W8- W10) (11-12 W1, W1a-e, W4, W5, W8-W10)
• Draft Your Essay	
WRITING INFORMATIVE TEXTS THESIS STATEMENT 252	(11-12 W2, W2a-f, W4, W5, W7-W10)
 Support a Thesis Statement	

WRITING A TEXT ANALYSIS OF LITERATURE

 Use Evidence Write a Literar	terary Analysis	
•		
•		

(11-12 W2, W2a-f, W4, W5, W7-W11)

LESSON 1

Analyzing Explicit Details and Implicit Meanings

Review the Standards (11-12 R1)

- Cite evidence in a text
- Make logical inferences
- Support analysis of text explicitly and implicitly

Close reading is the careful interpretation of a text. Generally, this process has three stages: 1) first reading, 2) rereading, and 3) synthesizing.

- First reading: Focus on gaining the literal **explicit meaning** of the text. In informational texts, determine the main ideas and important details.
- Rereading: Focus on the **implicit meanings** or inferences that are suggested, but not directly stated. **Inferences** are based on what you bring to the text. When you infer, you start with a detail from the text and combine it with your own knowledge to make an educated guess about the text.
- Synthesizing: Bring explicit details and implicit meanings together to form an interpretation of the text. In short, you identify patterns and **make connections** to interpret the text.

₩ Bright Ideas

We all make inferences every day. For instance, if you see a friend coming home from playing a big soccer game and she's smiling and talkative, your common sense tells you that her team probably won. We make similar inferences when we read. Sometimes making inferences is called "reading between the lines," because you have to determine what's not stated from the clues that are stated.

Write a brief description of something interesting or unusual that you recently observed or read. Next, write one inference that you made based on this observation. Finally, write one explicit or one implicit piece of evidence that helped you make this observation. If possible, explain how your prior knowledge helped you use this information to make your inference.

Interesting Observation	
•	
Inference Based on Observation	
V	
Implicit or Explicit Evidence	

Directions: As you read, <u>underline</u> sentences or phrases that state important **explicit details.** Double underline a detail that you can use to support an **inference**. Then answer the questions.

from Nickel and Dimed: On (Not) Getting By in America by Barbara Ehrenreich

In Nickel and Dimed, reporter Barbara Ehrenreich chronicles her attempts to eke out a living while working in low-wage jobs in different cities in the United States.

- How did I do as a low-wage worker? If I may begin with a brief round of applause: I didn't do half bad at the work itself, and I claim this as a considerable achievement. You might think that unskilled jobs would be a snap for someone who holds a Ph.D. and whose
 - normal line of work requires learning entirely new things every couple of weeks. Not so. The first thing I discovered is that no job, no matter how lowly, is truly "unskilled." Every one of the six jobs I entered into in the course of this project required concentration, and most demanded that I master new terms, new tools, and new skills—from placing orders on restaurant computers to wielding the backpack vacuum cleaner. None of these things came as easily to me as I would have liked; no one ever said, "Wow, you're fast!" or "Can you

Inference: What is the author saying about work that is often considered "unskilled"?

- believe she just started?" Whatever my accomplishments in the rest of my life, in the low-wage work world I was a person of average ability—capable of learning the job and also capable of screwing up.
- I did have my moments of glory. There were days at The Maids when I got my own tasks finished fast enough that I was able to lighten the load on others, and I feel good about that. There was my breakthrough at Walmart, where I truly believe that, if I'd been able to keep my mouth shut, I would have progressed in a year or two to a wage of \$7.50 or more an hour. And I'll bask for the rest of my life in the memory of that day at the Woodcrest when I fed the locked Alzheimer's ward all by myself, cleaned up afterward, and even managed to extract a few smiles from the vacant faces of my charges in the process.

- 1. Which inference is **best** supported by the text?
 - A Walmart pays its workers a lower wage than The Maids.
 - **B** Many unskilled jobs require a two-week training period.
 - **C** The narrator believes she was an exemplary lowwage worker.
 - **D** The narrator found unskilled jobs to be surprisingly difficult.

2. Read the following sentence from the passage and answer the question.

There was my breakthrough at Walmart, where I truly believe that, if I'd been able to keep my mouth shut, I would have progressed in a year or two to a wage of \$7.50 or more an hour.

Based on this sentence, the reader can infer that the narrator **most likely**

- A was highly successful at learning new skills while employed at Walmart
- **B** applied the skills she learned at Walmart to other jobs
- **C** was demoted or fired from her job at Walmart because of something she said
- **D** learned to appreciate the new skills she learned at Walmart
- **3.** Based on the passage, what statement would the author **most likely** agree with?
 - ▲ "Unskilled" jobs may require new skills, but these skills can quickly and easily be learned.
 - **B** Jobs that are typically defined as "unskilled" often require mastering challenging new skills and learning to use new tools and terms.
 - **C** "Unskilled" jobs that require quickly learning new skills, tools, and terms can often be demeaning and offer little hope of advancement.
 - **D** People who work "unskilled" jobs are frequently more intelligent and resilient than people who have advanced degrees, such as Ph.Ds.

Think About It

1. Choices A and B may be true, but the text contains no evidence to support these claims. Choice C is not accurate because the author states that she was an average low-wage worker. Choice D is the best answer. The narrator was surprised at how many new skills she had to learn at each job, which suggests she was surprised at their difficulty.

Think About It

2. Pay careful attention to the information provided in the sentence. The author states that she had a "breakthrough" that would have allowed her to earn more money. But the sentence implies that she never earned more because of something she said.

Think About It

3. In this question, you must infer the author's point of view based on the information provided in the passage. The author makes a point of listing the many new skills she had to learn at jobs that many people regard as "unskilled."

Write It Out

Cite at least two details from the text that could be used to support your answer to question 1.	cite and explain two details from the text that could be used to support the inference you selected in question 1. Sample response: The narrator is surprised that the unskilled jobs do not come as easily to her as she expects. She declares, "The first thing I discovered is that no job, no matter how lowly, is truly 'unskilled."

Think About It

🚨 On Your Own

Directions: Read from the opening of Katherine Boo's *Behind the Beautiful Forevers* and answer the following questions.

from Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity by Katherine Boo

In her award-winning, first full-length book of narrative nonfiction, Katherine Boo describes a present-day slum of Mumbai, India, and the people who live there.

- Dawn came gusty, as it often did in January, the month of treed kites and head colds. Because his family lacked the floor space for all of its members to lie down, Abdul was asleep on the gritty maidan, which for years had passed as his bed. His mother stepped carefully over one of his younger brothers, and then another, bending low to Abdul's ear. "Wake up, fool!" she said exuberantly. "You think your work is dreaming?"
- 2 Superstitious, Zehrunisa had noticed that some of the family's most profitable days occurred after she had showered abuses on her eldest son. January's income being pivotal to the family's latest plan of escape from Annawadi, she had decided to make the curses routine.
- Abdul rose with minimal whining, since the only whining his mother tolerated was her own. Besides, this was the gentle-going hour in which he hated Annawadi least. The pale sun lent the sewage lake a sparkling silver cast, and the parrots nesting at the far side of the lake could still be heard over the jets. Outside his neighbors' huts, some held together by duct tape and rope, damp rags were discreetly freshening bodies. Children in school-uniform neckties were hauling pots of water from the public taps. A languid line extended from an orange concrete block of public toilets. Even goats' eyes were heavy with sleep. It was the moment of the intimate and the familial, before the great pursuit of the small market niche got under way.
- 1. Based on the details in the passage, Abdul's family is
 - A highly superstitious
 - **B** poor and lives in a poor neighborhood
 - **C** often rude and disrespectful to each other
 - **D** sickly and lives in an unhealthy neighborhood

On Your Own

- 2. What detail from the passage **best** supports the answer to question 1?
 - A "Dawn came gusty, as it often did in January, the month of treed kites and head colds."
 - **B** "Because his family lacked the floor space for all of its members to lie down, Abdul was asleep on the gritty maidan"
 - **C** "Superstitious, Zehrunisa had noticed that some of the family's most profitable days occurred after she had showered abuses on her eldest son."
 - **D** "Abdul rose with minimal whining, since the only whining his mother tolerated was her own."
- 3. Based on the details in paragraph 3, the reader can infer that Abdul most likely
 - A appreciates his neighborhood most in the morning time
 - **B** wishes he lived in a bigger house
 - C resents his mother's scolding attitude
 - **D** dislikes his neighbors and the surrounding neighborhood

Explore and Learn

4. Write **two** questions about the passage. Base questions on either explicit or implicit evidence in the passage. Then trade papers with a partner. Use evidence from the passage combined with your own prior knowledge to answer your partner's **two** questions. When you are finished answering, compare your answers to your partner's answers.

Question 1	Answer 1
Question 2	Answer 2

Writing Arguments: Write a Claim



Setting the Idea

Every argumentative essay begins with a claim. A **claim** is your assertion, or the main point you want readers to accept. It is more than just an opinion or a personal preference. It is a precise, arguable statement resulting from research, one that you can support with accurate, objective information. Here is an example of a specific, significant, and arguable claim:

Key Terms

arguable: uncertain; capable of being argued.

claim: an arguable statement.

Because recent studies have shown that playing football can cause long-term brain damage, players under the age of twelve should not be allowed to play.

Some people will agree; some will disagree and respond with evidence that supports their position. It's even possible that some may agree that football can cause long-term damage but disagree that preventing young children from playing is the best solution.

Toolbox

In an argumentative essay, the claim almost always appears in the first paragraph. Often it is the last sentence of the paragraph. Most claims serve one of the following purposes:

- to clarify a definition
- to explain a cause or effect
- to make a judgment
- to advocate an action

The claim above advocates an action: prohibiting children under the age of twelve from playing football.

Directions: Read the following excerpt from a speech by Theodore Roosevelt and complete the activity that follows.

from Conservation as a National Duty by Theodore Roosevelt

From a speech delivered on May 13, 1908, to a White House conference of governors organized by Gifford Pinchot, chief of the U.S. Forest Service

- 1 Governors of the several States; and Gentlemen:
- I welcome you to this Conference at the White House. You have come hither at my request, so that we may join together to consider the question of the conservation and use of the great fundamental sources of wealth of this Nation....
- We are coming to recognize as never before the right of the Nation to guard its own future in the essential matter of natural resources. In the past, we have admitted the right of the individual to injure the future of the Republic for his own present profit. In fact, there has been a good deal of a demand for unrestricted individualism, for the right of the individual to injure the future of all of us for his own temporary and immediate profit. The time has come for a change. As a people, we have the right and the duty . . . to protect ourselves and our children against the wasteful development of our natural resources, whether that waste is caused by the actual destruction of such resources or by making them impossible of development hereafter.
- 1. Underline a **claim** in the paragraph that is arguable.

Think About It

- **1.** Identify an arguable claim in the passage. Sample response: "As a people, we have the right and the duty . . . to protect ourselves and our children against the wasteful development of our natural resources."
- 2. Explain how the claim you underlined is arguable.

Think About It

2. Explain how the claim you underlined is arguable. Sample response: Some could argue that private ownership of a resource gives the owner the absolute right to exploit that resource for personal gain.

On Your Own

Directions: Read the excerpt below from Thoreau's Walden and complete the activity that follows.

from Where I Lived, and What I Lived For by Henry David Thoreau

Thoreau's "Where I Lived, and What I Lived For" is one chapter from his famous work, Walden—an extended reflection on simple living in a natural setting. Walden was published in 1854.

- 1 ... We must learn to reawaken and keep ourselves awake, not by mechanical aids, but by an infinite expectation of the dawn, which does not forsake us in our soundest sleep. I know of no more encouraging fact than the unquestionable ability of man to elevate his life by a conscious endeavor. It is something to be able to paint a particular picture, or to carve a statue, and so to make a few objects beautiful; but it is far more glorious to carve and paint the very atmosphere and medium through which we look, which morally we can do. To affect the quality of the day, that is the highest of arts. Every man is tasked to make his life, even in its details, worthy of the contemplation of his most elevated and critical hour. . . .
- I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practice resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan-like as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness of it, and publish its meanness to the world; or if it were sublime, to know it by experience, and be able to give a true account of it in my next excursion.

1.	Write a claim based on the information presented in the passage. Share your claim with a partner and discuss the differences between your claims, if any.

Writing Arguments: Support a Claim



Getting the Idea

To convince your readers of your point of view, your claim requires the support of evidence and reasons. Evidence includes facts and informed judgments. Reasons include logical conclusions based on the evidence.

Support is strong if it comes from a reliable source and is stated precisely. In general, more recent information from a reliable source is stronger than older information.

Key Terms

evidence: facts and examples used to support an argument. reasons: logical assumptions based on evidence or ideas that are used to support an argument.



Get Started

Directions: Imagine that you are writing a letter to your principal, arguing that high school classes should include more group work. Read each pair of similar sentences. Then tell which sentence provides the best support and explain why.

- A. Students involved in group work learn valuable skills.
- B. Students who participate in group work often develop stronger communication skills and better problem-solving abilities.

Think About It

- 1. Identify the sentence with the stronger support for the claim and then explain your choice. Here is a sample response: Sentence B offers stronger support for the claim because it is more specific; it identifies skills developed through group-work activities.
- C. I think students would be more motivated if they were allowed to collaborate on projects more frequently.
- D. A survey of high school students shows that 70 percent of them would feel more motivated to complete assignments on time if they were part of a group working together.

Think About It

2. Sample response: Sentence D is the correct choice because it cites statistical evidence that 70 percent of high school students would feel more motivated to complete group assignments.

- E. Through working together, both advanced and less advanced students gain a deeper understanding of concepts.
- F. Students learn more when they work together.

3.

Think About It

3. Both sentences make a similar point. Choose the sentence that includes more precise phrases and gives a specific reason: Group work facilitates student understanding.



On Your Own

Directions: Read the following passage from Theodore Roosevelt's speech. Then complete the activity that follows.

from Conservation as a National Duty by Theodore Roosevelt

- We have become great in a material sense because of the lavish use of our resources, and 1 we have just reason to be proud of our growth. But the time has come to inquire seriously what will happen when our forests are gone, when the coal, the iron, the oil, and the gas are exhausted, when the soils shall have been still further impoverished and washed into the streams, polluting the rivers, denuding the fields, and obstructing navigation. These questions do not relate only to the next century or to the next generation. One distinguishing characteristic of really civilized men is foresight; we have to, as a nation, exercise foresight for this nation in the future; and if we do not exercise that foresight, dark will be the future! [Applause] We should exercise foresight now, as the ordinarily prudent man exercises foresight in conserving and wisely using the property which contains the assurance of well-being for himself and his children. We want to see a man own his farm rather than rent it, because we want to see it an object to him to transfer it in better order to his children. We want to see him exercise forethought for the next generation. We need to exercise it in some fashion ourselves as a nation for the next generation.
- Select **one** of the claims below and circle it. On the lines below, cite evidence from the passage you could use to support that claim. Share and discuss your response with a partner.
 - **A** If we do not exercise foresight, our future will be dark.
 - **B** These questions do not relate only to the next century or to the next generation.

Writing Arguments: Use Counterclaims

Setting the Idea

A **counterclaim** is an assertion that opposes your claim. If your claim is truly arguable, there will be other opinions or positions that contradict it.

For the claim that more group work should be assigned in school, a counterclaim might read as follows:

Too much group work can lead to the lack of original thinking on the part of students who just "get by."

Key Terms

counterclaim: a point of view disagreeing with part of an argument.

rebuttal: an argument that disproves or weakens a counterclaim.

Including one or two counterclaims and then refuting them with strong **rebuttals** will strengthen your position. Readers will view you as unbiased and knowledgeable.

Get Started

Directions: For each claim listed below, write a counterclaim.

1. Making the school year longer will help students perform better on standardized tests.

Counterclaim:

Think About It

- **1.** Sample counterclaim: Students will perform better on standardized tests if more special services, such as one-on-one tutoring, are provided.
- **2.** People should be able to use pseudonyms or aliases as online identities instead of their real names.

Counterclaim:	

Think About It

2. Sample counterclaim: People should be required to use their legal name online, but they should also have the option of displaying an additional nickname or alias.

On Your Own

Directions: Read the following excerpt and answer the questions that follow.

from Remarks at Conservation Conference by Barack Obama

From a speech delivered to a conference on conservation, March 2, 2012

- 1 ... Now, I have to say that this is a pretty diverse group.... We've got hunters and fishermen; we've got farmers and ranchers; we've got conservationists; we've got small business owners; we've got local government leaders; we've got tribal leaders.... But you're all here for the same reason. Each of you has a deep appreciation for the incredible natural resources... we've been blessed with as a nation. And you're working hard every day to make sure those resources are around for my daughters and your children and hopefully their children to enjoy.
- Doing that takes creativity. The great Aldo Leopold once said that conservation is "a positive exercise of skill and insight, not merely a negative exercise of abstinence and caution." It's not just about doing nothing; it's about doing something affirmative.... And you also know that effective conservation is about more than just protecting our environment—it's about strengthening our economy. When we put in place new common-sense rules to reduce air pollution... it was to prevent our kids from breathing in dangerous chemicals. That's something we should all be able to agree on. But it will also create new jobs, building and installing all sorts of pollution control technology.

2.	Write a counterclaim based on the claim you underlined. Compare counterclaims with a partner.

3. Write a rebuttal to your partner's counterclaim. Compare with your partner.

Underline **one** claim made by President Obama in the passage.

Writing Arguments: Use Evidence from Sources

OGetting the Idea

Argumentative writing is always based on evidence. The evidence could be the result of original research or experimentation. Most often, the evidence you use will be in **sources** that record the research of established experts.

When assigned an argumentative essay outside testing

situations, you will need to conduct your own research. Avoid making snap judgments about an issue or short-circuiting your thinking on a topic. Read as much as possible from multiple

Key Terms

source: a text, graphic, or other work referred to in an argument or informational essay.

Toolbox

Citations. A citation is a note that identifies the source of information. There are many acceptable ways to cite sources. This workbook uses the Modern Language Association (MLA) format. According to MLA, any information, statistic, or idea that is not common knowledge and that is not your own must be cited in parentheses by including

• the writer's last name and page number (Gonzolas 178)

perspectives on an issue before forming a position or writing a claim.

- if the writer is not listed, the first word of the title is noted in parentheses ("Dangers" 178)
- If the source has no page numbers, they are omitted from the citation ("Dangers")

For example, consider this paraphrased sentence:

While companies producing software, movies, and music cry for piracy laws, no one seems to agree on a clear definition of the word "piracy" (Johns 6).

The citation indicates that the information came from page 6 of a book by an author whose last name is Johns. The author's full name (Adrian Johns), the book title (Piracy: The Intellectual Property Wars from Gutenberg to Gates), and other information about the book should appear on a page of sources entitled Works Cited at the end of the report.

Directions: Read Source 1 and Source 2 on the next two pages. Then answer the questions.

Source 1

from High School Sports Participation and Educational Attainment by Dr. Douglas Hartmann

- 1 ...[T]he crucial point for a general audience is that periodic updates, reviews, reappraisals and re-evaluations...have, over the years, consistently and invariably yielded evidence concluding that there is a significant baseline correlation between high school sports participation and higher rates of academic achievement and aspiration for individual students. This strong, positive relationship... appears to hold for a whole range of educational outcomes ranging from good grades and better test scores to higher graduation rates and college aspirations as well as the avoidance of negative trajectories such as dropouts...or, in a more complicated case, delinquency....The relationship between high school sports participation and scholastic achievement is, in the words of one such research team..., a "fact, well established"....
- 2 Here it is also worth pointing out that educational attainment is far from the only prosocial activity, attitude, or outcome associated with high school sports participation. Developmental theorists, for example, have long talked about the character-building and socializing impacts of sports, based upon a correlation between skills and habits required for success in the classroom, sports arena, and daily life.... Recent psychological and social psychological research appears to confirm a relationship between sports participation and both mental health and self-esteem...and in recent years economists have found that sports participation is associated with higher post-school wages and income.... At the same time, all of the empirical evidence that demonstrates a strong statistical correlation between sports participation and educational attainment does not mean that sports automatically and inevitably contributes to academic achievement at either an individual or institutional (i.e., school) level. Correlation, in short, does not necessarily indicate causation. In fact, scholars and other experts believe that the relationship between sports participation and academic achievement-or any other type of positive social outcome, for that matter-is far more complicated, multifaceted, contingent, and less direct than this.

Source: Hartmann, Dr. Douglas. *High School Sports Participation and Educational Attainment: Recognizing, Assessing, and Utilizing the Relationship*. LA84 Foundation: University of Minnesota, 2008. Web. January 23, 2014.

Source 2

from The Case Against High-School Sports by Amanda Ripley

- Every year, thousands of teenagers move to the United States from all over the world, for all kinds of reasons. They observe everything in their new country with fresh eyes, including basic features of American life that most of us never stop to consider.
- One element of our education system consistently surprises them: "Sports are a big deal here," says Jenny, who moved to America from South Korea with her family in 2011. Shawnee High, her public school in southern New Jersey, fields teams in 18 sports over the course of the school year, including golf and bowling. Its campus has lush grass fields, six tennis courts, and an athletic Hall of Fame. "They have days when teams dress up in Hawaiian clothes or pajamas just because—'We're the soccer team!," Jenny says. (To protect the privacy of Jenny and other students in this story, only their first names are used.)
- 3 By contrast, in South Korea, whose 15-year-olds rank fourth in the world (behind Shanghai, Singapore, and Hong Kong) on a test of critical thinking in math, Jenny's classmates played pickup soccer on a dirt field at lunchtime. They brought badminton rackets from home and pretended there was a net. If they made it into the newspaper, it was usually for their academic accomplishments.
- 4 Sports are embedded in American schools in a way they are not almost anywhere else. Yet this difference hardly ever comes up in domestic debates about America's international mediocrity in education. (The U.S. ranks 31st on the same international math test.) The challenges we do talk about are real ones, from undertrained teachers to entrenched poverty. But what to make of this other glaring reality, and the signal it sends to children, parents, and teachers about the very purpose of school?
- 5 Even in eighth grade, American kids spend more than twice the time Korean kids spend playing sports, according to a 2010 study published in the *Journal of Advanced Academics*. In countries with more holistic, less hard-driving education systems than Korea's, like Finland and Germany, many kids play club sports in their local townsoutside of school. Most schools do not staff, manage, transport, insure, or glorify sports teams, because, well, why would they?
- 6 As states and districts continue to slash education budgets, as more kids play on traveling teams outside of school, and as the globalized economy demands that children learn higher-order skills so they can compete down the line, it's worth reevaluating the American sporting tradition. . . .

Source: Ripley, Amanda. "The Case Against High-School Sports" theatlantic.com. The Atlantic. September 18, 2013. Web. 23 January 2014. Copyright 2013. The Atlantic.com as published in The Atlantic Online. Distributed by Tribune Content Agency.

1.	Write a claim based on the topic of high school sports covered in the two sources above. Make sure you can support your claim using information from one or both of the sources.
	Think About It
1.	Question 1 asks you to write a claim based on the topic of high school sports. Here is a sample answer: High school sports are an important part of the educational experience in America. They should be supported because participation in sports has pro-social as well as academic benefits.
2.	Identify two pieces of evidence from one of the sources above that you could use to support your claim in question 1. Write them below, along with a citation inside parentheses for each

Think About It

2. Identify two pieces of evidence you could use to support your claim. Here is one piece of evidence: "... there is a significant baseline correlation between high school sports participation and higher rates of academic achievement and aspiration for individual students" (Hartman, paragraph 1).

On Your Own

Directions: Read Source 3 and reread Source 1 and Source 2. Then write an evidence-based paragraph on the topic of high school sports and academics. Support your claim with specific and relevant evidence from at least **two** of the source documents. Include **one** counterclaim. Write your paragraph on the lines provided or on a separate sheet of paper. Share and discuss your paragraph with a partner and offer constructive comments on your partner's paragraph.

Be sure to

- Use clear and precise language.
- Use a formal style.
- Include specific and relevant evidence from the source documents.
- Include one counterclaim.

Source 3

from What Do International Tests Really Show about U.S. Student Performance? by Martin Carnoy and Richard Rothstein

- 1 Because social class inequality is greater in the United States than in any of the countries with which we can reasonably be compared, the relative performance of U.S. adolescents is better than it appears when countries' national average performance is conventionally compared.
 - Because in every country, students at the bottom of the social class distribution perform worse than students higher in that distribution, the U.S. average performance appears to be relatively low partly because we have so many more test takers from the bottom of the social class distribution.
 - A sampling error in the U.S. administration of the most recent international (PISA) test resulted in students from the most disadvantaged schools being over represented in the overall U.S. test-taker sample. This error further depressed the reported average U.S. test score.
 - If U.S. adolescents had a social class distribution that was similar to the distribution in countries to which the United States is frequently compared, average reading scores in the United States would be higher than average reading scores in the similar post-industrial countries we examined (France, Germany, and the United Kingdom), and average math scores in the United States would be about the same as average math scores in similar post-industrial countries.
 - A re-estimated U.S. average PISA score that adjusted for a student population in the United States that is more disadvantaged than populations in otherwise similar post-industrial countries, and for the over-sampling of students from the most-disadvantaged schools in a recent U.S. international assessment sample, finds that the U.S. average score in both reading and mathematics would be higher than official reports indicate (in the case of mathematics, substantially higher).

On Your Own

• Disadvantaged and lower-middle-class U.S. students perform better (and in most cases, substantially better) than comparable students in similar post-industrial countries in reading. In math, disadvantaged and lower-middle-class U.S. students perform about the same as comparable students in similar post-industrial countries.

Source: Carnoy, Martin and Richard Rothstein. "What Do International Tests Really Show about U.S. Student Performance?" *epi.org*. Economic Policy Institute, January 29, 2013. Web. 29 January 2014.

Write your evidence-based paragraph here or on a separate sheet of paper.

Writing Arguments: Draft Your Essay

Setting the Idea

Research: Avoid making snap judgments about an issue or short-circuiting your thinking on a topic. Read as much as possible from multiple perspectives on an issue before forming a position or writing a claim.

Write a claim: Write an arguable claim based on evidence from the research.

Counterclaim: Write a strong counterclaim and use evidence to compose a strong rebuttal.

Organize your argument: Decide on the order you plan to present your evidence and the placement of the counterclaim and rebuttal.

Write the argument: Clarify relationships among claims, counterclaims, reasons, and evidence with transitions.

Edit and proofread your argument.

Toolbox

Steps in Writing an Argumentative Essay

- **Step 1:** Understand the prompt.
- Step 2: Gather evidence from sources.
- **Step 3:** Write a claim and a counterclaim based on evidence.
- **Step 4:** Organize your evidence and your counterclaim.
- **Step 5:** Write your essay.
- **Step 6:** Revise your essay (if there is time).
- **Step 7:** Edit and proofread your essay.

Get Started

Directions: Edit the paragraph below for mistakes in grammar, spelling, and punctuation. Rewrite it correctly on the lines on the next page.

On weekends, families used to go out together to restaurants movie theaters and sporting events. Thanks to wireless Internet mega-size televisions, and lifelike video games, more americans are staying in. Trend forecasters called this behavior

high definition is more convenint than sitting in a crowded theater or stadium. Verification of the drive over to a friends house to hang out when you can Facebook them or play on video games together. "I think were looking for protection." Faith Popcorn, a treforecaster explains, "Almost like the Jetsons we want to walk around in a little bub. We are moving toward that.				
	3			

Think About It

1. Check your paragraph against the following corrected paragraph.

On weekends, families used to go out together to restaurants, movie theaters, and sporting events. Thanks to wireless Internet, mega-size televisions, and lifelike video games, more Americans are staying in. Trend forecasters call this behavior "cocooning." Streaming movies to a tablet computer and watching sporting events in high-definition are more convenient than sitting in a crowded theater or stadium. Why drive over to a friend's house to hang out when you can Facebook them or play online video games together? "I think we're looking for protection," Faith Popcorn, a trend forecaster, explains. "Almost like the Jetsons, we want to walk around in a little bubble. We are moving toward that."

Writing Arguments:

Review Test

Directions: Closely read each of the six source documents provided in this chapter and write an evidence-based argument on the topic below. Write your argument on separate sheets of paper.

Topic

High school sports have a dominant place in U.S. culture. At the same time, U.S. students are falling behind the world academically. Is the emphasis on sports having a negative effect on U.S. high school students?

Your Task

Carefully read each of the six source documents provided. Then write a well-developed argument regarding the effects of sports on U.S. high school students. Address at least **one** counterclaim. Support your ideas with specific and relevant evidence from at least **four** of the source documents.

Guidelines

Be sure to

- Establish your claim regarding the effect of sports on American high school students.
- Address at least one counterclaim.
- Use specific, relevant, and sufficient evidence from at least four of the sources to develop your argument.
- Identify the source that you reference by source document number and paragraph number(s) (for example: Source 1, paragraph 4).
- Organize your ideas in a logical manner.
- Maintain a formal writing style and objective tone.
- Follow the conventions of standard written English.

Texts

Source 1: from High School Sports Participation and Educational Attainment by Dr. Douglas Hartmann

Source 2: from "The Case Against High-School Sports" by Amanda Ripley

Source 3: from "What Do International Tests Really Show about U.S. Student Performance?" by Martin Carnoy and Richard Rothstein

Source 4: from "The Case for High School Activities"

Source 5: Two Graphs: "Mean Grade Point Average by Gender" and "Mean Number of Absences by Gender"

Source 6: Graph: "Mean Cumulative GPA in Core Subjects"

Source 4

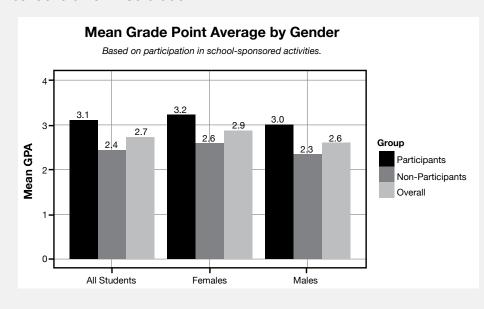
from The Case for High School Activities

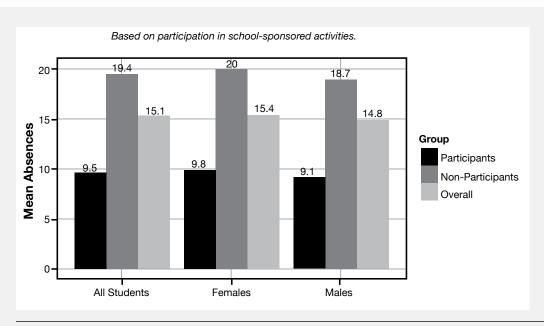
- Results of a 1987 survey of individuals at the executive vice-president level or above in 75 Fortune 500 companies indicated that 95 percent of those corporate executives participated in sports during high school. In addition, 54 percent were involved in student government, 43 percent in the National Honor Society, 37 percent in music, 35 percent in scouts, and 18 percent in the school's publication.
- The American College Testing Service compared the value of four factors in predicting success after high school. "Success" was defined as self-satisfaction and participation in a variety of community activities two years after college. The one yardstick that could be used to predict later success in life was achievement in school activities. Not useful as predictors were high grades in high school, high grades in college, or high ACT scores.
- The College Entrance Examination Board's Scholastic Aptitude Test (SAT) was examined in much the same way. It was found that having a high SAT score did not necessarily indicate success in a chosen career. The best predictor of later success, the study showed, was a person's independent, self-sustained ventures. Teens who were active in school activities, had hobbies or jobs, were found to be most likely to succeed at their chosen profession and make creative contributions to their community.

Source: "The Case for High School Activities." nchsaa.org. The National Federation of State High School Associations: 14-15. N.d., Web. February 3, 2014.

Source 5

The following graphs are from a study of 19,543 high school students from the largest school district in Colorado.

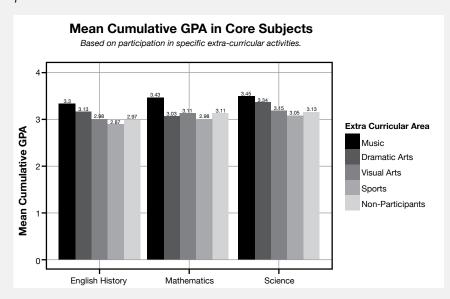




Source: "The Effects of Student Activity Participation, Gender, Ethnicity, and Socio-Economic Level on High School Grade Point Average and Attendance" by Dr. Kevin J. McCarthy, University of Colorado at Boulder, 2000.

Source 6

The graph below is based on a study published in 2001 of 449 high school students in a private school in north central Texas.



 $Source: \hbox{\it ``A study of the Effect of School-Sponsored, Extra-Curricular Activities on High School Students' Cumulative}$ Grade Point Average, SAT Score, ACT Score, and Core Curriculum Subject Grade Point Average," by Janet Young Miranda, University of North Texas, 2001.