**Your Turn to Practice**

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| Directions   1. You will select or be assigned one or more of the passages below. 2. Read the passage through at least once. 3. Use the handout on text structure to determine which text structure your passage(s) employ(s). Consider which signal words you find, which comprehension questions you can ask yourself and/or which graphic organizer you could use. 4. Complete attached worksheet. |
| Practice Passage #1: NASA: The Early Years  After World War II, both the United States and its Cold War rival, the Soviet Union, began programs in space exploration that came to be known as the “space race”. The Soviet Union launched the first artificial satellite, named Sputnik, in October of 1957. The United States’ first launch of a satellite, Explorer 2, followed nearly four months later in early 1958.  As a direct response to the perception that America was losing the space race, Congress passed legislation creating the National Aeronautics and Space Administration (NASA) in July of 1958. That agency began its operations in October of that same year.  NASA created and implemented three major programs involving human space travel during their initial twenty years of operation. The first was the Mercury program. These flights were conducted from 1961 to 1963, and each was manned by a single astronaut. Once the Mercury missions proved that humans could, indeed, survive in space, Project Gemini (1965-66) brought exploration to the next level using two-astronaut crews to learn to perform advanced maneuvers in space. The third set of early manned space missions, named Project Apollo, was flown between 1968 and 1972 with moon exploration as the target. |
| Practice Passage #2: What’s in a Name?  Hurricanes and typhoons are both considered tropical cyclones, and one hallmark of a tropical cyclone is that it contains sustained winds that reach or exceed 74 miles per hour. The intensity of any cyclone is identified by categories numbered 1 through 5 based on a measure known as the Saffir-Simpson Hurricane Wind Scale.  Hurricanes are tropical cyclones that occur in the Atlantic or the eastern Pacific Ocean. Typhoons are found in the west Pacific Ocean. The area most affected by hurricanes is the Caribbean Sea. Whereas, places like Southeast Asia and the China Sea receive the greatest number of typhoons. Regardless of where it forms, a typhoon always rotates in a counterclockwise direction. Hurricanes, on the other hand, rotate one direction (clockwise) in the southern hemisphere and the opposite direction (counterclockwise) in the northern hemisphere.  Hurricanes and typhoons, as you might expect, share many of the same attributes. These tropical cyclones are caused by instability in atmospheric conditions, usually in warmer areas around the world. And both are characterized by heavy winds, storm surges, heavy rains, and tornados that can cause massive destruction.  Typhoons occur more frequently than hurricanes. There are typically 25-30 typhoons in a year. The average number of hurricanes per year is closer to 10-15. |
| Practice Passage #3: The Oregon Sunstone  The Oregon sunstone, also known as heliolite, is actually a feldspar crystal that appears to shimmer with metallic color when viewed in just the right light. This burst of sparkling color is known as “shiller” and occurs when light reflects simultaneously off tiny copper platelets embedded in the stone.  Sunstones come in a wide range of colors, depending on the amount of copper in them. The darker the stone, the more copper it contains. Some are almost clear. Others may be tan, light yellow, or pale pink. Sunstones that are deep red, blue or green in color are the rarest and most valuable. Some of the deeper colored stones appear to have multiple shades of color in them. Bicolored, or dichroic, stones will be one color when viewed from a certain direction and another color when seen from a different angle.  Oregon sunstones are mined from the surface debris found atop old lava flows. The debris is dug up with picks and shovels and sifted through a screen. Then the sunstones are separated from the other rocks collected on the screen by hand. There are currently only four sites in the state where sunstones are being found. Three of the sunstone producing areas are operating as privately held mining claims. The fourth belongs to the Bureau of Land Management and is open to the public for free collecting. |
| Practice Passage #4: A Neighborhood Comes Together  Community leaders in one city neighborhood were becoming concerned about the health of their citizens. Data shared with city officials indicated that residents in their section of the city had higher levels of obesity and more weight-related health problems than those who lived in other neighborhoods. A Mayor’s Task Force set up to research the issue, found two major factors contributing to weight gain and its subsequent health problems like diabetes and heart disease. One of the likely causes was not having access to affordable ways to exercise and the other was that there were very few grocery stores selling fresh fruits, produce, meats, and other healthy food options located in the district.  The Task Force, with input from advisory groups representing various stakeholders in the community, came up with several solutions for providing new and affordable ways for residents to exercise. The local hospital agreed to open its physical therapy facilities in the evenings for a nominal fee so that local families could use it as a low-cost health club. Area schools began allowing community-sponsored teams to use their gymnasiums, tracks, and ball fields when they weren’t being used for school events. And the Mayor and City Council even agreed to include a request for funding a bike path through the neighborhood and adding sidewalks on one side of every block that didn’t have them in a City Betterment Grant they were submitting to a national foundation. |

Practice Passage #5: Malaria Forum

Speech by Melinda French Gates

No child should die from malaria. No child. And the only way to end death from malaria is to end malaria.

It’s fair to ask how is such a thing possible? Is such a thing possible?

Here’s how we see it. In order to eradicate malaria, you have to end transmission – and there are multiple points where you can intervene. Reduce the number of infected mosquitoes. Keep mosquitoes from biting people. Keep people who are bitten from getting infected. Keep people who are infected from transmitting malaria back to mosquitoes.

Those are the intervention points. If we could find a tool that was one hundred percent effective, and if we could implement it completely at any one of these points, we would break the cycle of transmission and eradicate the disease.

This is just not possible today with the huge numbers of cases and the current tools. But it is possible – using the tools we have today, and addressing all the steps in a multi-pronged approach – to dramatically drive down the number of cases. Then, if we make the cases few enough, and the map of malaria small enough, we could – theoretically – with a new vaccine, or a new medicine, or a new insecticide – identify and target one step in this cycle, totally stop transmission, and end the disease.

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| Possible text structure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Which signal words did you find? Write them here: |
| Which comprehensions questions could you ask yourself and answer? Please write the questions and the answers below. |
| Which graphic organizer could you use? Please draw it and fill it out using the information in your text. |
| How did applying my knowledge of text structure help me comprehend? |