



A Sports Based Youth Development Organization

# SAT & ACT Workshop

Check out our website by using the camera on your phone to scan the QR code!



# Overview and Objectives

## **Day 1: Overview of the college admissions tests, the SATs and the ACTs**

We will introduce some of the main differences and similarities between the tests and present SAT and ACT requirements for the NCAA. We will then introduce the SAT and ACT reading sections and provide example passages and questions from both.

## **Day 2: Main Idea**

We will learn about what is a main idea and review sample questions. We will provide strategies and practice with answering these types of questions.

## **Day 3: Purpose, Perspective and Point of View**

We will build off of the work we did with main idea to learn about an author's perspective, point of view and purpose for the text. We will provide strategies and practice with answering these types of questions

## **Day 4: Vocab in Context**

We will learn about vocab in context and review sample questions. We will provide strategies and practice for answering these types of questions.

# Agenda Day 1: College Test Prep

1. Overview of ACT and SAT and NCAA requirements
2. Overview and Examples of ACT and SAT Reading sections
3. Work Time: Choice of independent work time or review game
4. Exit Ticket

# Overview of SATs and ACTs

Both tests are accepted by ALL U.S. Colleges

## SAT

- 3 hours (for 4 sections) + an additional 50-minute optional essay
- Tests Reading, Writing and Language, Math, + (optional) Writing
- 2 Math sections - one WITH calculator and one WITHOUT
- Each section is scored 200-800 and your total score is out of 1600
- Price: \$47.50 (no writing) or \$64.50 (includes writing)

## ACT

- 2 hours 55 minutes (for 4 sections) + an additional 40 minute optional essay
- Tests English, Math, Reading, Science + (optional) Writing
- Only 1 Math section, and you CAN use a calculator
- Each section is scored 1-36 and the average of all 4 scores is your total score
- Price: \$50.50 (no writing) or \$67.00 (includes writing)

Want more information about the SAT vs ACT? Scan the QR code to visit Kaplan's website and access a free questionnaire to help you decide what would be best for you!



# NCAA Division I and II Requirements

Student athletes must take either the SAT or the ACT to play sports at Division I or Division II schools.

- SAT scores are calculated by adding reading and math scores
- ACT scores are calculated by the average of English, Math, reading and science subscores

The required SAT/ACT score depends on your grade-point average (GPA\*).

- The higher your GPA is, the lower your test score has to be
  - ex.) For a DI school, if your GPA is a 3.00 then you need a 720 SAT or 52 ACT
- The lower your GPA is, the higher your test score has to be
  - ex.) For a DI school, if your GPA is a 2.500 then you need a 900 SAT or 68 ACT

\*GPA is calculated on a 4.000 scale by taking your grades and changing them into points.

More information about NCAA's GPA requirements

[www.ncaa.org/student-athletes/future/grade-point-avera](http://www.ncaa.org/student-athletes/future/grade-point-avera)



# Division I and II Test Score Requirements

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.550	400	400	37
3.525	410	410	38
3.500	430	420	39
3.475	440	430	40
3.450	460	440	41
3.425	470	450	41
3.400	490	460	42
3.375	500	470	42
3.350	520	480	43
3.325	530	490	44
3.300	550	500	44
3.275	560	510	45
3.250	580	520	46
3.225	590	530	46
3.200	600	540	47
3.175	620	550	47
3.150	630	560	48
3.125	650	570	49
3.100	660	580	49
3.075	680	590	50
3.050	690	600	50
3.025	710	610	51
3.000	720	620	52
2.975	730	630	52
2.950	740	640	53
2.925	750	650	53
2.900	750	660	54
2.875	760	670	55
2.850	770	680	56
2.825	780	690	56
2.800	790	700	57
2.775	800	710	58

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
2.750	810	720	59
2.725	820	730	60
2.700	830	740	61
2.675	840	750	61
2.650	850	760	62
2.625	860	770	63
2.600	860	780	64
2.575	870	790	65
2.550	880	800	66
2.525	890	810	67
2.500	900	820	68
2.475	910	830	69
2.450	920	840	70
2.425	930	850	70
2.400	940	860	71
2.375	950	870	72
2.350	960	880	73
2.325	970	890	74
2.300	980	900	75
2.299	990	910	76
2.275	990	910	76
2.250	1000	920	77
2.225	1010	930	78
2.200	1020	940	79
2.175	1030	950	80
2.150	1040	960	81
2.125	1050	970	82
2.100	1060	980	83
2.075	1070	990	84
2.050	1080	1000	85
2.025	1090	1010	86
2.000	1100	1020	86

ACADEMIC REDSHIRT

DIVISION II FULL QUALIFIER SLIDING SCALE			
USE FOR DIVISION II BEGINNING AUGUST 2018			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.300 & above	400	400	37
3.275	410	410	38
3.250	430	420	39
3.225	440	430	40
3.200	460	440	41
3.175	470	450	41
3.150	490	460	42
3.125	500	470	42
3.100	520	480	43
3.075	530	490	44
3.050	550	500	44
3.025	560	510	45
3.000	580	520	46
2.975	590	530	46
2.950	600	540	47
2.925	620	550	47
2.900	630	560	48
2.875	650	570	49
2.850	660	580	49
2.825	680	590	50
2.800	690	600	50
2.775	710	610	51
2.750	720	620	52
2.725	730	630	52
2.700	740	640	53
2.675	750	650	53
2.650	750	660	54
2.625	760	670	55
2.600	770	680	56
2.575	780	690	56
2.550	790	700	57
2.525	800	710	58
2.500	810	720	59
2.475	820	730	60
2.450	830	740	61
2.425	840	750	61
2.400	850	760	62
2.375	860	770	63
2.350	860	780	64
2.325	870	790	65
2.300	880	800	66
2.275	890	810	67
2.250	900	820	68
2.225	910	830	69
2.200	920	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE			
USE FOR DIVISION II BEGINNING AUGUST 2018			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.050 & above	400	400	37
3.025	410	410	38
3.000	430	420	39
2.975	440	430	40
2.950	460	440	41
2.925	470	450	41
2.900	490	460	42
2.875	500	470	42
2.850	520	480	43
2.825	530	490	44
2.800	550	500	44
2.775	560	510	45
2.750	580	520	46
2.725	590	530	46
2.700	600	540	47
2.675	620	550	47
2.650	630	560	48
2.625	650	570	49
2.600	660	580	49
2.575	680	590	50
2.550	690	600	50
2.525	710	610	51
2.500	720	620	52
2.475	730	630	52
2.450	740	640	53
2.425	750	650	53
2.400	750	660	54
2.375	760	670	55
2.350	770	680	56
2.325	780	690	56
2.300	790	700	57
2.275	800	710	58
2.250	810	720	59
2.225	820	730	60
2.200	830	740	61
2.175	840	750	61
2.150	850	760	62
2.125	860	770	63
2.100	860	780	64
2.075	870	790	65
2.050	880	800	66
2.025	890	810	67
2.000	900	820 & above	68 & above

\*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.

# Overview of SAT and ACT Reading Sections

## SAT Reading Section:

- 65 minutes
- 5 passages to read
  - One passage from a classic or contemporary work of U.S or world literature
  - One from a U.S founding document or text
  - One about economics, psychology, sociology or other social science
  - Two about science

\*SAT reading passages could include charts and figures

- 52 questions
- Questions tell you where to look in the passages for most of the answers

## ACT Reading Section:

- 35 minutes
- 4 passages to read
  - One passage about prose fiction/literary narrative
  - One about social sciences
  - One about humanities
  - One about natural science
- 40 questions
- Questions after passages are in random order and do not tell you where to look

# Example of SAT Reading Passage

This passage is adapted from Jan Delhey and Christian Kroll, "A 'Happiness Test' for the New Measures of National Well-Being: How Much Better than GDP Are They?" ©2012 by WZB Berlin Social Science Center.

There is currently a broad global movement away from considerations of mere economic success towards a new public policy goal involving a broader notion of quality of life. This movement has also spurred a rethinking of which statistics inform us best about a country's situation and how its citizens are faring. For decades, the gold standard was a macroeconomic indicator: the GDP - gross domestic product, calculated per capita. This is the most prominent yardstick that the media, politicians and the public consider when they try to assess how a country is performing. However, this measure was never meant to be a measure of the welfare of nations (as its creator Simon Kuznets warned in the 1930s) and so there is growing skepticism about the GDP's usefulness as a measure of national well-being. Slogans such as "beyond GDP" or "redefining progress" challenge the preoccupation with the GDP.

Three key strategies have been employed to develop a better measure of well-being: *healing* the GDP, *complementing* the GDP, and *replacing* the GDP . . .

The first group of initiatives tries to deal with the downsides of the GDP by attempting to fix the indicator itself. . . .

One key aim of this group of measures is to account for sustainability and the environmental damage associated with GDP growth. For example, the Index of Sustainable Economic Welfare and the Genuine Progress Indicator are both based on the consumption of private households. However, they also reflect additional social factors such as household labor and education with a rising value, while air pollution and environmental damage lower the score. As a consequence, the downsides of economic

growth and modernization ought to be accounted for whilst retaining the benefits of the GDP, namely a single figure that captures different entities and is comparable across nations. . . .

The second group of measures moves further away from the GDP as a yardstick than the previous approaches but does not abandon the sum of goods and services altogether. Instead, this group of measures seeks to assess national well-being by complementing the GDP with a number of key social indicators. . . .

For example, the Human Development Index comprises the three dimensions health, education, and material living conditions, which are measured by life expectancy, years of schooling, and GNI [gross national income], respectively. . . .

While the method of complementing the GDP with further indicators is able to overcome the controversial monetization from which the measures that try to "heal GDP" suffer, the standardization of different units is also controversial. In particular, merging different units into a single standardized index is methodologically challenging and again requires value judgements by the researcher. . . .

The most radical departure from the GDP is embodied by the third group of measures, which seeks alternative indicators of well-being without accounting for the sum of goods and services produced in an economy. The logic behind this approach is that the GDP has always been and remains a means to an end rather than the end itself. . . .

Famous examples include the Happy Planet Index calculated by the New Economics Foundation. The index comprises life expectancy, life satisfaction, and the ecological footprint and is therefore able to demonstrate how many resources countries need in order to produce a certain level of health and subjective well-being. . . .

- 60 Replacing the GDP altogether is quite a drastic strategy for assessing national well-being, as not only is economic growth a prerequisite for many of the social goods that make life enjoyable but the metric of GDP is also highly correlated with such other factors. Thus, by arguing that the GDP is only a means to an end, 65 these measures are in danger of making a conceptual assumption that is notable in theory but can be challenged in practice on the basis of actual causal mechanisms and empirical data.



Data from Saamah Abdallah, Juliet Michaelson, Sagar Shah, Laura Stoll, and Nic Marks, "The Happy Planet Index: 2012 Report." © 2012 by new economics foundation.



# Example of SAT Reading Questions

## Question 1

The authors' central claim in the passage is that

- ☐ A replacing the GDP outright may seem appealing, but its alternatives would be difficult and dangerous to implement.
- ☐ B well-being and economics have not been shown to correlate to any significant degree.
- ☐ C the GDP can only measure economics, while happiness must be considered primarily in terms of other factors.
- ☐ D there is a growing movement to improve the way in which a country's well-being is measured.

## Question 2

In the first paragraph, the reference to Simon Kuznets mainly serves to

- ☐ A emphasize that the GDP is a respected and valid tool. ...
- ☐ B underscore a common concern about the GDP by citing a critic. ...
- ☐ C clarify an abstract point about the development of the GDP by mentioning its creator. ...
- ☐ D strengthen the argument that the GDP does not adequately measure well-being. ...

# Example of SAT Reading Questions continued

## Question 3

As used in line 8, “prominent” most nearly means

- ☐ A pronounced.
- ☐ B remarkable.
- ☐ C recognized.
- ☐ D projecting.

## Question 4

It can be inferred that the alternative approach to measuring happiness that is most different from the current approach is based on the belief that

- ☐ A GDP is a helpful measurement of how economics contribute to welfare in different countries. ...
- ☐ B the sum of goods and services produced by a country is not a necessary factor in determining a country’s well-being. ...
- ☐ C material living conditions and life expectancy have no effect on individual happiness. ...
- ☐ D economic prosperity is a good predictor of life expectancy and is particularly useful for comparing life expectancies around the world. ...

# Example of ACT Reading Passage

**Natural Science:** This passage is adapted from the article “The Jaws That Jump” by Adam Summers (©2006 by Natural History Magazine, Inc.)

[1] Recently I was reminded of just how powerful ants can be when inflicting damage on intruders. A team of biomechanists has studied the incredibly speedy bite of a group of Central and South American ants. The team clocked the bite as the fastest on the planet—and discovered that it also gives the ants the unique ability to jump with their jaws, adding to an impressive array of already known defenses.

[2] Trap-jaw ants nest in leaf litter, rather than underground or in mounds. There they often feed on well-armored and elusive prey, including other species of ants. As they stalk their dinner, the trap-jaws hold their mandibles wide apart, often cocked open at 180 degrees or more by a latch mechanism. When minute trigger hairs on the inner edge of the mandible come in contact with something, the jaws snap shut at speeds now known to reach 145 miles per hour. No passerby could outrace that. The astoundingly high speed gives the jaws, despite their light weight, enough force to crack open the armor of most prey and get at the tasty meat inside.

[3] The key to the jaws' speed (and their even more amazing acceleration) is that the release comes from stored energy produced by the strong but slow muscles of the jaw. Think how an archer slowly draws an arrow in a bowstring against the flex of a bow: nearly all the energy from the archer's muscles pours into the flexing of the bow. When released, the energy stored in the bow wings the arrow toward its target much faster than the archer could by throwing the arrow like a javelin. The biomechanics of energy storage is the [A] domain of Sheila N. Patek and Joseph E. Baio, both biomechanists at the University of California, Berkeley. They teamed up with two ant experts, Brian L. Fisher of the California Academy of Sciences in San Francisco and Andrew V. Suarez of the University of Illinois at Urbana-Champaign, to look at the trap-jaw ant *Odontomachus bauri*.

[4] Fisher, Suarez, and other field biologists had already noted that catching *O. bauri* was like grabbing for popping popcorn—and very hot popcorn at that, because a painful sting goes with an ant's trap-jaw bite. The insects bounced around in a dizzying frenzy and propelled themselves many times their body length when biologists or smaller intruders approached them.

Patek and Baio made high-speed video images of their movements, and discovered that the secret of their self-propulsion was the well-executed “firing” of their mandibles. They also observed that mandibles started to decelerate before they meet—possibly to avoid self-inflicted damage. Most important, the ants had two distinct modes of aerial locomotion.

[5] In the so-called escape jump, an ant orients its head and jaws perpendicular to the ground, then slams its face straight down. That triggers the cocked mandibles to release with a force 400 times the ant's body weight, launching the insect ten or more body lengths nearly straight into the air. The ant doesn't seem to go in any particular direction, but the jump is presumably fast and unpredictable enough to help the insect evade, say, the probing tongue of a lizard. Not only can the jumping ant gain height and sow confusion, but it may also get to a new vantage point from which to relaunch an attack.

[6] The second kind of jaw-propelled locomotion is even more common than escape jumping. If an intruder enters the ants' nest, one of the ants bangs its jaws against the intruder, which triggers the trap-jaw and propels the interloper (if small enough) in one direction, out of the nest, and the ant in the other. Often the force sends the ant skimming an inch off the ground for nearly a foot. The attack, for obvious reasons, is known as the “bouncer defense.” [B] In the wild, gangs of defending ants team up to attack hostile strangers, sending them head over heels out of the nest.

[7] From an evolutionary point of view, the trap-jaws are an intriguing story. The ants clearly evolved an entirely new function, propulsion, for a system that was already useful—chewing up prey. Several lineages of trap-jaw ants have independently hit on the tactic of storing energy in their jaws to penetrate [C] well-defended prey. In *Odontomachus*, the horizontal, bouncer-defense jump could have arisen out of attempts to bite intruders, but the high, escape jump—with jaws aimed directly at the ground—must have arisen from a different, perhaps accidental kind of behavior. Such a serendipitous event would have been a rare instance in which banging one's head against the ground got good results.

# Examples of ACT Reading Questions

1. The primary purpose of this passage is to:

- ☐ provide an overview of the mechanics and key operations of the jaws of trap-jaw ants.
- ☐ analyze Patek and Baio's techniques for filming two defensive maneuvers of trap-jaw ants.
- ☐ compare the jaws of *Odontomachus bauri* to the jaws of other species of ants.
- ☐ describe the evolution of the ability of trap-jaw ants to perform an escape jump.

2. As it is used at point [C], the phrase **well-defended prey** most nearly refers to prey that:

- ☐ have a hard outer shell.
- ☐ attack with a lethal bite.
- ☐ travel and attack in groups.
- ☐ move quickly.

# Examples of ACT Reading Questions

3. The passage makes clear that the main source of the speed of the jaws of the trap-jaw ant is the:

- ☐ ease of movement of the hinge in the jaw.
- ☐ continuous, steady firing of the jaw's mandibles.
- ☐ lightweight of the jaw in relation to the ant's body weight.
- ☐ release of energy stored by muscles of the jaw.

4. One main purpose of the last paragraph is to suggest that unlike their bouncer-defense jump, the trap-jaw ant's escape jump may have arisen through:

- ☐ the ants' trying and failing to bite intruders.
- ☐ a change in the structure of the the mandibles of several lineages of ants.
- ☐ an accidental behavior of the ants.
- ☐ the ants' experiencing a positive outcome when they would attack in a large group.

# Work Time

## **Option 1: Independent Work Time**

Spend the next 20 minutes reading and answering the sample questions provided in slides 8-13. Answers will be provided.

## **Option 2: Review Game Two Truths, One Lie**

Form two teams by either counting off or allowing students to select team members

There will be up to 5 rounds and one bonus round.

Presenter will read 3 statements, two are true and one is a lie. Teams will have 20 seconds to discuss and write down which one they think is the lie AND how to fix the lie. Each team will get one point when they correctly identify the lie and a bonus point if they can correct the lie. The team with the most correct points gets a shortened version of the daily exit ticket.



# Exit Ticket:

Remember: Winning team from review game is only required to answer questions with asterisk (\*)



## Coastal Elites Workshop

Exit Ticket. Questions with asterisk (\*) are required.

\* Required

1. Name:

---

2. Please select the correct session

Mark only one oval.

- ☐ Day 1: Overview of college admissions tests
- ☐ Day 2: Main Idea Reading Questions
- ☐ Day 3: Detail-Oriented Reading Questions
- ☐ Day 4: Vocab in Context Reading Questions

3. Was the information presented in today's session helpful? \*

Mark only one oval.

0 1 2 3 4 5

Not at all ☐ ☐ ☐ ☐ ☐ ☐ Very helpful

4. Any questions or feedback? \*

---

5. What is something new you learned today?

---

6. What was your favorite part of today's session?

---

7. What would you change about today's session?

---

# Resources:

Below you will find a list of resources used for today's session.



NCAA's website with information for future college student athletes  
<http://www.ncaa.org/student-athletes/future>



Free resource for SAT prep  
<https://www.khanacademy.org/>



Free resource for ACT prep  
<https://academy.act.org/>



# Overview and Objectives

## Day 1: Overview of the college admissions tests, the SATs and the ACTs

We will introduce some of the main differences and similarities between the tests and present SAT and ACT requirements for the NCAA. We will then introduce the SAT and ACT reading sections and provide example passages and questions from both.

## Day 2: Main Idea

**We will learn about what is a main idea and review sample questions. We will provide strategies and practice with answering these types of questions.**

## Day 3: Purpose, Perspective and Point of View

We will build off of the work we did with main idea to learn about an author's perspective, point of view and purpose for the text. We will provide strategies and practice with answering these types of questions

## Day 4: Vocab in Context

We will learn about vocab in context and review sample questions. We will provide strategies and practice for answering these types of questions.

# Agenda Day 2: Main Idea Reading Questions

1. Breakdown of SAT and ACT Reading Section
2. Overview of Main Idea and Annotations
3. Work Time: Reading articles, annotating, and answer questions about main idea
4. Exit Ticket

# SAT Reading Breakdown

SAT Reading questions fall into 3 main categories: **Information and Ideas**, **Rhetoric** and **Synthesis**.

Each of these categories has smaller subcategories. Today we will focus on Main Idea, which is a subcategory of Information and Ideas.

SAT READING DOMAIN	
Content Dimension	Description
<b>Text Complexity</b>	The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.
<b>Information and Ideas</b>	These questions focus on the informational content of text.
<b>Reading closely</b>	These questions focus on the explicit and implicit meaning of text and on extrapolating beyond the information and ideas in a text.
Determining explicit meanings	The student will identify information and ideas explicitly stated in text.
Determining implicit meanings	The student will draw reasonable inferences and logical conclusions from text.
Using analogical reasoning	The student will extrapolate in a reasonable way from the information and ideas in a text or apply information and ideas in a text to a new, analogous situation.
<b>Citing textual evidence</b>	The student will cite the textual evidence that best supports a given claim or point.
<b>Determining central ideas and themes</b>	The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.
<b>Summarizing</b>	The student will identify a reasonable summary of a text or of key information and ideas in text.
<b>Understanding relationships</b>	The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).
<b>Interpreting words and phrases in context</b>	The student will determine the meaning of words and phrases in context.
<b>Rhetoric</b>	These questions focus on the rhetorical analysis of text.
<b>Analyzing word choice</b>	The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.
<b>Analyzing text structure</b>	These questions focus on the overall structure of a text and on the relationship between a particular part of a text and the whole text.
Analyzing overall text structure	The student will describe the overall structure of a text.
Analyzing part-whole relationships	The student will analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.
<b>Analyzing point of view</b>	The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.
<b>Analyzing purpose</b>	The student will determine the main or most likely purpose of a text or of a particular part of a text (typically, one or more paragraphs).
<b>Analyzing arguments</b>	These questions focus on analyzing arguments for their content and structure.
Analyzing claims and counterclaims	The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.
Assessing reasoning	The student will assess an author's reasoning for soundness.
Analyzing evidence	The student will assess how an author uses or fails to use evidence to support a claim or counterclaim.
<b>Synthesis</b>	These questions focus on synthesizing multiple sources of information.
<b>Analyzing multiple texts</b>	The student will synthesize information and ideas from paired texts. (Note: All of the skills listed above may be tested with either single or paired passages.)
<b>Analyzing quantitative information</b>	The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.

# ACT Reading Breakdown

The ACT Reading section also has 3 main categories: Key Ideas and Details, Craft and Structure and Integration of Knowledge and Ideas.

We will be focusing on Main Idea, as a subcategory of Key Ideas and Details.

## **Key Ideas and Details (55–60%)**

Read texts closely to determine central ideas and themes. Summarize information and ideas accurately. Read closely to understand relationships and draw logical inferences and conclusions including understanding sequential, comparative, and cause-effect relationships.

## **Craft and Structure (25–30%)**

Determine word and phrase meanings, analyze an author's word choice rhetorically, analyze text structure, understand authorial purpose and perspective, and analyze characters' points of view. Students will interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.

## **Integration of Knowledge and Ideas (13–18%)**

Understand authors' claims, differentiate between facts and opinions, and use evidence to make connections between different texts that are related by topic. Some questions will require students to analyze how authors construct arguments, evaluating reasoning and evidence from various sources.

# Examples of Main Idea Questions

The authors' central claim in the passage is that

- ☒ A replacing the GDP outright may seem appealing, but its alternatives would be difficult and dangerous to implement.
- ☐ B well-being and economics have not been shown to correlate to any significant degree.
- ☐ C the GDP can only measure economics, while happiness must be considered primarily in terms of other factors.
- ☐ D there is a growing movement to improve the way in which a country's well-being is measured.

18

The main idea of the final paragraph is that

- A) human quirks make it difficult to predict people's ethical decisions accurately.
- B) people universally react with disgust when faced with economic injustice.
- C) understanding human psychology may help to define ethics in economics.
- D) economists themselves will be responsible for reforming the free market.

4. One main purpose of the last paragraph is to suggest that unlike their bouncer-defense jump, the trap-jaw ant's escape jump may have arisen through:

- ☐ the ants' trying and failing to bite intruders.
- ☐ a change in the structure of the the mandibles of several lineages of ants.
- ☐ an accidental behavior of the ants.
- ☐ the ants' experiencing a positive outcome when they would attack in a large group.

# Main Idea

## **Main** [adjective]

- the most important thing
  - for the most part; in the greatest part
  - first in rank or importance
- Synonyms: cardinal, capital, leading, chief, principal*

## **Idea** [noun]

- a notion formed by generalization
  - a belief or controlling principle
- Synonyms: notion; thought; sentiment; impression; view*

## **Main Idea is....**

- the most important **thought**
- the greatest **sentiment**
- a **generalization** that's first in rank or importance
- the leading **impression**
- the chief **notion**
- the principal **view**

**"Main Idea" might be referred to as...**

Main Idea  
Main Idea Statement  
Most Important Idea  
Central Idea  
Central Thought  
Author's Message  
Theme  
Thesis  
Author's Purpose  
Writer's Purpose

The writer believes/thinks that...

The author's purpose for writing this passage is...

The tone of this passage can best be described as...

What is this passage mostly about?

What's another title that would fit this passage?

Why did the author probably write this passage?

Which sentence best describes the author's purpose?

Which sentence helps convey the mood of the text?



# Annotations

While reading articles, making **annotations** is a great strategy for remembering what the passage was about.

- a. *Brief summaries*—Write a one or two sentence summary every 2–3 paragraphs.
- b. *Identification of main ideas*—Underline the most important parts that give you a sense of what the author is trying to communicate.
- c. *Key words*—Circle specific word choices that may give you a sense of the author's tone or perspective toward the subject.
- d. *Other marks*—Some students are visual learners and may want to draw brief sketches of important information, or they may want to draw arrows between sections of the text that relate to each other.

[6] As Kingman developed as a painter, his works were often compared to 15 paintings by Chinese landscape artists dating back to CE 960, a time when a strong tradition of landscape painting emerged in Chinese art. [7] Kingman, however, D1 deviated from that tradition in a number of ways, most notably in that he chose to focus not on natural landscapes, such as mountains and rivers, but on cities. 17 ! Detail

18 His fine brushwork conveys detailed street-level activity: a peanut 1 vendor pushing his cart on the sidewalk, a pigeon pecking for crumbs around a fire 19 hydrant, an old man tending to a baby outside a doorway. D2 D3

His broader brush strokes and sponge-painted shapes create majestic city skylines, with skyscrapers towering in the background, bridges connecting neighborhoods on either side of a river, and 20 delicately painted D3? creatures, such as a tiny, barely visible cat prowling in the bushes of a park. D2

To art critics and fans alike, these city scenes represent the innovative spirit + of twentieth-century urban Modernism.

During his career, Kingman exhibited his work 21 internationally. + He garnered much acclaim. In 1936, a critic described one of Kingman's solo exhibits as "twenty of the freshest, most satisfying watercolors that have been seen hereabouts in many a day." 22 ++ + !

# Main Idea vs. Topic

The topic of an article or passage is usually only a few words.

The main idea of an article or passage is more than just the topic. It includes the topic but it is more specific.

In order to better understand the main idea, we will **read and annotate** two articles about the same topic but with different main ideas. The topic of both of these articles is the Super Bowl but the main ideas are different.

## Quarterback gains lots of attention during a Super Bowl he didn't play in

By Washington Post, adapted by Newsela staff on 02.06.19  
Word Count 536  
Level 600L



## One Super Bowl ad makes people angry

By Agence France-Presse, adapted by Newsela staff on 02.09.18  
Word Count 405  
Level 610L





## Quarterback gains lots of attention during a Super Bowl he didn't play in

By Washington Post, adapted by Newsela staff on 02.06.19  
Word Count 536  
Level 600L



The 53rd Super Bowl took place on February 3. The Super Bowl is the championship football game. The New England Patriots played the Los Angeles Rams. The Patriots won 13-3.

Usually, the game is popular with many people. This year was a bit different. Many people protested the game. They decided not to watch.

On Twitter, the hashtag #ImWithKap was used. Posts with the hashtag showed support for Colin Kaepernick.

In 2016, Kaepernick played quarterback for the San Francisco 49ers football team. He began to kneel during the national anthem before games. It was done as a protest. He was calling attention to violence by police against people of color.

## Player's Actions Angered Many People

Kaepernick's actions sparked anger. President Donald Trump spoke against him. For two years, Kaepernick has not found a team to play for. He filed a complaint against the National Football League (NFL). Team owners banded together after the protests, Kaepernick believes. He thinks they all agreed not to sign him.

Many people are still showing their support for Kaepernick's protests. Many are angry at the NFL. Since Kaepernick's protest, fewer people are watching NFL games on TV. The league was hoping things would be better this season.

During halftime of the Super Bowl, a popular musician usually performs. Several were offered the chance to play. They turned down the opportunity. They said it was because of how the NFL treated Kaepernick. As the Super Bowl neared, Kaepernick received support from fellow athletes. Basketball stars LeBron James and Kevin Durant were examples. Both wore special jerseys with Kaepernick's number, 7.

Quarterback gains lots of attention  
during a Super Bowl he didn't play in

## **NFL Donates Millions To Social Groups**

In November 2017, the NFL said it would donate \$89 million. The money would support issues players cared about. One was education. Another was improving relations between police officers and communities.

Kneeling for the anthem mostly slowed down this year. Only a few players continue to protest.

Before the Super Bowl, Trump was interviewed on TV. He mentioned a new bill he signed. It will change the criminal justice system. The criminal justice system includes police and courts. It is the people and processes involved when someone is believed to have broken the law. The new bill was supported by the NFL. Trump said he believed most players wanted this change.

Still, Kaepernick's supporters were not pleased. Many said they would not watch the game.

## **Some People Criticize Civil Rights Tribute**

Before the Super Bowl, the NFL showed a video. It featured civil rights leader Martin Luther King Jr. His daughter Bernice King was brought on the field. She participated in the coin toss with other civil rights leaders. Some of Kaepernick's fans did not appreciate the NFL's decision. They said the league was "acting like they care about social justice."

Ava DuVernay is a movie director. She tweeted she would not watch the game. She called out the NFL's unfair treatment of Kaepernick.

Charles M. Blow writes for the New York Times. He said he used to "have a small Super Bowl party every year." Now, that tradition was over, he said. He said would watch something that celebrated African-Americans instead.

Kaepernick seemed grateful for the encouraging messages. He thanked his fans on social media.

# Questions about Main Idea

Finish the sentence below.

1. One main idea of the article is that \_\_\_\_\_.
  - (A) people showed support for Kaepernick by protesting the Super Bowl
  - (B) a popular musician usually performs during halftime of the Super Bowl
  - (C) the New England Patriots beat the Los Angeles Rams in the Super Bowl
  - (D) a team with Kaepernick playing quarterback would have won the Super Bowl

What is a main idea of the section "Some People Criticize Civil Rights Tribute"?

- (A) Many people read about the game in the New York Times.
- (B) Many people admire the leader Martin Luther King Jr.
- (C) Many people will have small parties for the Super Bowl.
- (D) Many people continue to be frustrated with the NFL.

## One Super Bowl ad makes people angry

By Agence France-Presse, adapted by Newsela staff on 02/09/18  
Word Count 405  
Level 610L



During Sunday's Super Bowl, it wasn't just the football players who were hoping to win. Advertisers were, too. Each wanted to win the home viewer's attention. Each hoped to have the most popular ad of the day.

The Super Bowl is the biggest television advertising event of the year. This past Sunday, many of the ads were big hits.

Things didn't work out well for one advertiser, though. Its ad angered many viewers.

## Ad Using King's Words A Big Mistake

The ad was for Dodge Ram pickup trucks. It uses the words of Martin Luther King Jr.

King was a great civil rights leader. He fought for African-American rights. King was killed in 1968.

The ad uses part of one of King's speeches. King is heard saying, "He who is greatest among you shall be the servant." King meant that helping others is the greatest thing you can do.

Dodge Ram's ad was meant to honor the Ram Nation volunteers. They are Dodge Ram fans who perform public service. Instead, the ad made many people feel disgusted.

Derek Rucker studies Super Bowl ads. He called the Dodge Ram ad "a mistake." The advertiser took an important message. Then, they tried to use it to sell cars. That shows too little respect, Rucker said.

## **One Super Bowl ad makes people angry (continued)**

### **Funny And Heartwarming**

Charles Taylor also studies Super Bowl ads. He said Toyota was "a clear winner" on Sunday.

Toyota's ad tells the story of skier Lauren Woolstencroft. She was born without the bottom half of her legs. Woolstencroft has won several medals at the Paralympic Games.

Other ads just tried to be funny. In one, actor Danny DeVito plays a giant M&M candy. In another, two football stars do a silly dance. The two players are Eli Manning and Odell Beckham. Their dance is from the film "Dirty Dancing."

### **Steering Clear Of Fights**

These days, many Americans are mad at each other. Some cannot stand President Donald Trump. Others support him strongly. The #MeToo movement has shown that some men mistreat women.

This year, advertisers stayed clear of these fights. They tried not to upset anyone.

Super Bowl ads are very expensive. A 30-second spot costs \$5 million. Still, 100 million people watch the big game. Nothing else brings that many viewers in front of a TV.

Super Bowl ads are worth the money, Taylor said. They can greatly raise sales. "It has to be a good ad," though, he said.

# Questions about Main Idea

Which sentence from the article BEST states a MAIN idea of the entire article?

- (A) During Sunday's Super Bowl, it wasn't just the football players who were hoping to win.
- (B) The Super Bowl is the biggest television advertising event of the year.
- (C) The two players are Eli Manning and Odell Beckham.
- (D) The #MeToo movement has shown that some men mistreat women.

What is the MAIN idea of the section "Funny And Heartwarming"?

- (A) Some Super Bowl ads made people laugh or feel good.
- (B) Danny DeVito did a funny Super Bowl ad about an M&M.
- (C) Eli Manning and Odell Beckham danced for a Super Bowl ad.
- (D) One Super Bowl ad made some people feel very upset.

# Exit Ticket:



## Resources from Day 2



### Coastal Elites Workshop

Exit Ticket. Questions with asterisk (\*) are required.

\* Required

1. Name:

---

2. Please select the correct session

Mark only one oval.

- ☐ Day 1: Overview of college admissions tests  
☐ Day 2: Main Idea Reading Questions  
☐ Day 3: Detail-Oriented Reading Questions  
☐ Day 4: Vocab in Context Reading Questions

3. Was the information presented in today's session helpful? \*

Mark only one oval.

0 1 2 3 4 5  
Not at all ☐ ☐ ☐ ☐ ☐ ☐ Very helpful

4. Any questions or feedback? \*

---

5. What is something new you learned today?

---

6. What was your favorite part of today's session?

---

7. What would you change about today's session?

---

# Overview and Objectives

## Day 1: Overview of the college admissions tests, the SATs and the ACTs

We will introduce some of the main differences and similarities between the tests and present SAT and ACT requirements for the NCAA. We will then introduce the SAT and ACT reading sections and provide example passages and questions from both.

## Day 2: Main Idea

We will learn about what is a main idea and review sample questions. We will provide strategies and practice with answering these types of questions.

## Day 3: Purpose, Perspective and Point of View

**We will build off of the work we did with main idea to learn about an author's perspective, point of view and purpose for the text. We will provide strategies and practice with answering these types of questions**

## Day 4: Vocab in Context

We will learn about vocab in context and review sample questions. We will provide strategies and practice for answering these types of questions.



# Agenda Day 3: Purpose, Perspective, and Point of View

1. Introduce Purpose, Perspective and Point of View
2. Work Time
3. Exit Ticket

# Purpose, Perspective, and Point of View

Today we will be focusing on the purpose of a text and the author's perspective. These types of questions fall under the Rhetoric category on the SAT and the Craft and Structure of the ACT.

---

**Analyzing point of view**

The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.

---

**Analyzing purpose**

The student will determine the main or most likely purpose of a text or of a particular part of a text (typically, one or more paragraphs).

---

d structure.

in text or determine

## Craft and Structure (25–30%)

Determine word and phrase meanings, analyze an author's word choice rhetorically, analyze text structure, understand authorial purpose and perspective, and analyze characters' points of view. Students will interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.

# Purpose, Perspective and Point of View

**PURPOSE:** Why is the author sharing the story/information?

**P** • To persuade or convince the reader

**I** • To inform or explain or teach the reader

**E** • To entertain (or convey an experience)

**POINT OF VIEW:** Who is telling the details?

- Who is telling the story?
- Who is giving/telling/teaching the information?

**PERSPECTIVE:** How a character/author feels about something/a situation

- What does this character/author think?
- What does he/she believe?
- What is his/her attitude about the subject?
- What is his/her take on the situation?

# Purpose and Point of View/Perspective in SAT

## Analyzing Purpose

Questions about analyzing purpose are like questions about text structure in that you'll have to think abstractly about the text—not just understanding what the text says but also what the author is trying to achieve. In Analyzing Purpose questions, you'll consider the main purpose or function of the whole passage or of a significant part of the passage, generally one or more paragraphs. The word "purpose" or "function" is often used in such questions, while the answer choices often begin with or include rhetorically focused verbs such as "criticize," "support," "present," or "introduce."

## Analyzing Point of View

When the Reading Test asks you to consider point of view, it's not usually simply a matter of understanding what's often called "narrative point of view"—whether a passage is told from, say, a first person or a third person omniscient perspective. This can be part of it, but in the world of the Reading Test, "point of view" is a broader term that also includes idea of the stance or perspective of the author, narrator, or speaker. This is kind of like the attitude (or sometimes the bias) that the author, narrator, or speaker shows towards the subject. In this way, point of view questions are found not just with literary passages but also with informational passages of all sorts.

# Purpose and Perspective

Authors write for various reasons: to inform, to persuade, to relate, to share their opinion etc. The purpose is different from a main idea. The main idea is what the article is mostly about but the purpose is **why** the article was written and what is the article trying to do.

Why do you think the authors wrote these articles? What was their purpose? What was their point of view? Share your thoughts with a partner or person next to you.

## Quarterback gains lots of attention during a Super Bowl he didn't play in

By Washington Post, adapted by Newsela staff on 02.06.19  
Word Count 536  
Level 600L



## One Super Bowl ad makes people angry

By Agence France-Presse, adapted by Newsela staff on 02.09.18  
Word Count 405  
Level 610L



# Work Time

We will read two more articles today and answer questions about point of view, purpose and perspective

## Opinion: High school football is too dangerous for the players

By Randall Curren and Jason Blokhuis, Education Week, adapted by Newsela staff on 09.28.18  
Word Count **488**  
Level **580L**



Stony Brook linebacker EJ Fineran (right) breaks up a pass intended for Air Force wide receiver Ronald Cleveland in the second half of an NCAA college football game September 1, 2018, at the Air Force Academy in Colorado. Air Force won 38-0. Photo: AP Photo/David Zalubowski

## Essay: March Madness and the money behind it

By Jay L. Zagorsky, The Conversation, adapted by Newsela staff on 03.30.18  
Word Count **404**  
Level **590L**



Loyola-Chicago guard Marques Townes (5) passes the ball against Kansas State during the first half of a regional final NCAA college basketball tournament game, March 24, 2018, in Atlanta, Georgia. Loyola-Chicago won that game to advance to the Final Four. Photo by: John Amis for AP

# Essay: March Madness and the money behind it

By Jay L. Zagorsky, The Conversation, adapted by Newsela staff on 03.30.18

March Madness is here. The college basketball tournament happens once a year. It began on March 11 and runs for three weeks.

Millions of people will follow the tournament on TV. Millions more will bet a few dollars on the event. They will try to pick the winner.

## **From Final Draw To Final Four**

The country's 68 best college basketball teams start off in the tournament. Teams are cut after they lose one game.

Over time, the number of remaining teams shrinks. There are the Sweet Sixteen, the Elite Eight and then the Final Four. In the end, there are just two survivors. They fight it out in a championship game.

The National Collegiate Athletic Association runs the tournament. It is known as the NCAA, for short.

## **Follow The Money**

The NCAA makes a lot of money. It earns almost \$1 billion a year. Television stations pay the NCAA to air the March Madness games. The NCAA also makes money from selling shirts, hats and other gear.

Mark Emmert is the NCAA's president. He earns over \$1.9 million a year.

College is supposed to be about learning, not sports. Yet, college professors earn far, far less than Emmert.

# Essay: March Madness and the money behind it

By Jay L. Zagorsky, The Conversation, adapted by Newsela staff on 03.30.18

## The Real Madness

The NCAA says it helps poor student-athletes pay for books and clothing. Yet, in 2014 it gave only \$21,049 to U.S. students. In 2015, it gave nothing at all.

The NCAA says it gives nearly all the money it collects back to schools and students. Still, it keeps quite a bit. Most years, it keeps around \$35 million.

I don't see why the NCAA needs so much money. It can't cost that much to organize basketball games.

The NCAA says it helps students. To me, it seems mostly interested in making money.

Still, I'll be watching the games. After all, they are a chance to see some great basketball.

In some ways, it's fine that March Madness is all about making money. So are the National Football League playoffs. So is Major League Baseball's World Series.

The difference is that the National Football League and Major League Baseball are businesses. Both pay taxes. Their players are paid very well.

The NCAA is not treated like a business. It does not have to pay players or taxes. That means the NCAA can keep much more of the money it brings in.



# Questions

The author has an opinion about the NCAA.

Which sentence from the article shows this opinion?

- (A) Television stations pay the NCAA to air the March Madness games.
- (B) The NCAA also makes money from selling shirts, hats and other gear.
- (C) The NCAA says it helps poor student-athletes pay for books and clothing.
- (D) I don't see why the NCAA needs so much money.

Read the selection from the section "The Real Madness."

The NCAA says it helps students. To me, it seems mostly interested in making money.

What is the author's point of view about the NCAA making money?

- (A) The NCAA helps a lot of students with the money it makes.
- (B) The NCAA is more interested in making money than helping students.
- (C) The NCAA wants to help students make money.
- (D) The NCAA is mostly interested in helping students with the money it makes.

# Opinion: High school football is too dangerous for the players

By Randall Curren and Jason Blokhuis, Education Week, adapted by Newsela staff on 09.28.18

Tackle football is popular. More than a million high school students play.

The players put themselves in danger, though. Each player takes hundreds of hard hits to the head.

Studies show many players are hurt by knocks to the head. Each year, about 264,000 high school students hurt their brains. That is about 25 percent of all players.

Some players have traumatic brain injury (TBI). This is a serious type of injury to the brain. It can affect the player for a long time.

Thomas Talavage teaches at Purdue University. He studies football's dangers. Talavage said hard hits in football affect all players' brains. They find simple thinking tasks harder during the season. Players cannot learn as well in school.

## School Football Programs Should Be Shut Down

Even pros have begun quitting the game. They worry about hurting their minds. Some schools have ended football programs. That's not enough. No school should have football. The game causes too much harm to players' brains. A concussion is one common way brains are

hurt. Concussions cause many problems. Players have headaches. They cannot remember things. They have trouble sleeping. Concussions also cause problems with players' moods.

Young children face the most danger. The younger players are, the greater the chance they will develop brain problems later in life. These problems are the direct result of playing tackle football.

# Opinion: High school football is too dangerous for the players

By Randall Curren and Jason Blokhuis, Education Week, adapted by Newsela staff on 09.28.18

Helmets do not protect brains. They protect players' skulls. The skull is the hard bone of a person's head. On a hard hit, a player's brain crashes against the skull. So, a fall or a tackle can hurt a player's brain even if they wear a helmet. The damage can still be very serious.

Many say football teaches you how to be a good person. There is no proof it does this better than other activities. Studies show other activities have positive effects. Music, acting and community service programs help students make good decisions. Sports that hurt a person's mind cannot help decision-making.

## Football Is Too Dangerous For Teens

Football helmets, pads and uniforms are also pricey. Instead, schools should have safer and cheaper sports.

Some say high school football gives players a chance to go pro. Only .0239 percent of high school players go on to be pros. When you do the math, it does not make sense. A high school player's chance of getting a brain injury is about 1,000 times higher than his chance of becoming a pro.

Many students do not understand football's dangers. They are young. Teenagers' brains are still developing. They cannot know the results of all their actions. Even some parents might not know about football's dangers.

Coaches and school leaders should protect students. It is their job. Schools can end the danger. They should end football.

# Questions

Read the paragraph from the section "Football Is Too Dangerous For Teens."

*Some say high school football gives players a chance to go pro. Only .0239 percent of high school players go on to be pros. When you do the math, it does not make sense. A high school player's chance of getting a brain injury is about 1,000 times higher than his chance of becoming a pro.*

What is the author's point of view about high school football players going pro?

- (A) Only high school players who decide to go pro get brain injuries.
- (B) Brain injuries are less likely to happen when players go pro.
- (C) It is much more likely that players will go pro than get a brain injury.
- (D) It is much more likely that players will get a brain injury than go pro.

The authors have an opinion about high school football. Which sentence from the article shows this?

- (A) More than a million high school students play.
- (B) Each year, about 264,000 high school students hurt their brains.
- (C) No school should have football.
- (D) Concussions also cause problems with players' moods.

# Exit Ticket:



## Resources from Day 3



### Coastal Elites Workshop

Exit Ticket. Questions with asterisk (\*) are required.

\* Required

1. Name:

---

2. Please select the correct session

Mark only one oval.

- ☐ Day 1: Overview of college admissions tests  
☐ Day 2: Main Idea Reading Questions  
☐ Day 3: Detail-Oriented Reading Questions  
☐ Day 4: Vocab in Context Reading Questions

3. Was the information presented in today's session helpful? \*

Mark only one oval.

0 1 2 3 4 5  
Not at all ☐ ☐ ☐ ☐ ☐ ☐ Very helpful

4. Any questions or feedback? \*

---

5. What is something new you learned today?

---

6. What was your favorite part of today's session?

---

7. What would you change about today's session?

---

# Overview and Objectives

## Day 1: Overview of the college admissions tests, the SATs and the ACTs

We will introduce some of the main differences and similarities between the tests and present SAT and ACT requirements for the NCAA. We will then introduce the SAT and ACT reading sections and provide example passages and questions from both.

## Day 2: Main Idea

We will learn about what is a main idea and review sample questions. We will provide strategies and practice with answering these types of questions.

## Day 3: Purpose, Perspective and Point of View

We will build off of the work we did with main idea to learn about an author's perspective, point of view and purpose for the text. We will provide strategies and practice with answering these types of questions

## Day 4: Vocab in Context

**We will learn about vocab in context and review sample questions. We will provide strategies and practice for answering these types of questions.**

# Agenda Day 4: Vocab in Context

1. Introduce Vocab in Context
2. Work Time
3. Exit Ticket

# Vocab in Context

Today we will be focusing on vocab in context. The these type of questions fall under the Information and Ideas and Rhetoric category on the SAT and the Craft and Structure of the ACT.

Interpreting words and phrases in context	The student will determine the meaning of words and phrases in context.
Rhetoric	These questions focus on the rhetorical analysis of text.
Analyzing word choice	The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.

## Craft and Structure (25–30%)

Determine word and phrase meanings, analyze an author's word choice rhetorically, analyze text structure, understand authorial purpose and perspective, and analyze characters' points of view. Students will interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.



# Understanding Context

Both the ACT and the SAT ask questions about words within context. We will first learn how to use the context to figure out unknown words or words with more than one meaning

**Con-** This prefix means “with” or “together”

**Text** You might know that “text” means “reading material,” but did you know that the Latin root of this word, *texere* means “to weave?”

When you put them together, **con** and **text** make a pretty important and powerful word that could be defined like this:

**Context** = the surrounding circumstances, ideas and words **woven together** to form the setting or background for an event, statement, or idea.

**Context** – the words or ideas expressed before and after – provides us with the information we need to fully understand, evaluate or interpret the ideas in the passage.

*Example:* “You misinterpreted my words because you took them out of context. I did say that I was hesitant to bake cookies for the fundraiser, but it’s not because I don’t want to participate, as you claim. I also told you I ran out of butter, and the last time I made cookies, nobody bought them.”

# Work Time

We will read these articles to practice using context to answer questions about words.

## Opinion: Should colleges care about how kind you are?

By Kansas City Star, adapted by Newsela staff on 02.16.16

Word Count **299**

Level **580L**



Wilson Liang, 17, poses for a portrait at Galileo High School in San Francisco, California, Dec. 18, 2009. Applicants face one of the toughest years ever to gain admission to U.S. public colleges and universities as schools grapple with deep budget cuts and record numbers of applications. AP/Russell A. Daniels

## More protests held at colleges as students find new power for change

By Los Angeles Times, adapted by Newsela staff on 11.30.15

Word Count **406**

Level **590L**



Several hundred students begin their occupation of the Arthur G. Coons Administrative Center at Occidental College in Los Angeles' Eagle Rock neighborhood on Nov. 16, 2015. Occidental College students joined with the Black Student Alliance to protest a lack of diversity and said they would occupy the building until Nov. 20. Mark Boster/Los Angeles Times/TNS

# Opinion: Should colleges care about how kind you are?

By Kansas City Star, adapted by Newsela staff on 02.16.16

KANSAS CITY, Mo. — Many high school students want to get into a top university. To do this, they must get good grades. They also must have high test scores. It can all be very stressful.

There is a new report from Harvard University. It is one of the best universities in the world. The report says Harvard is concerned about teenagers. It says teenagers may be too stressed about getting good grades.

The report says besides good grades, other things matter. It says it is important for students to be good people. The report says being a good person should help students get into a top university.

## People Disagree About Report

Students have mixed feelings about the report.

Some say they are too stressed about grades. They agree that being a good person should be important. Others wonder how universities can tell if someone is a good person.

More than 50 universities in the United States praised the report. They agreed with what it said. Many other groups praised it, too.

Other people were not convinced.

# Opinion: Should colleges care about how kind you are?

By Kansas City Star, adapted by Newsela staff on 02.16.16

## Universities Already Changing

Sara Harberson has a website. It helps students get into universities. Sometimes the students get in and sometimes they do not.

Harberson does not like the way universities choose students. Asking students to be good people will not solve the problem, she says. Universities will always want some students more than others.

Some high school students feel differently. They want universities to look at other things besides grades. They want universities to see that they are good people.

In the past few years, universities have begun to change.

Hundreds of schools no longer ask for test scores. Instead, students have to write something about themselves. This can show something about a student that a grade or a test score cannot.

# Questions

Read the following sentences from the section "People Disagree About Report."

*Students have mixed feelings about the report. Some say they are too stressed about grades. They agree that being a good person should be important. Others wonder how universities can tell if someone is a good person.*

What is the BEST definition of the word "mixed" based on the information in the paragraph?

- (A) joined together
- (B) good and bad
- (C) made up of different things
- (D) confused

Read the last paragraph of the article.

*Hundreds of schools no longer ask for test scores. Instead, students have to write something about themselves. This can show something about a student that a grade or a test score cannot.*

Which answer choice BEST explains why an essay could "show something" about a student that a grade or a test score cannot?

- (A) because it includes more words
- (B) because it shows if they write well
- (C) because the student can list reasons to go to college
- (D) because it shows the students' personality

# More protests held at colleges as students find new power for change

By Los Angeles Times, adapted by Newsela staff on 11.30.15

The University of Missouri is dealing with some serious challenges. On Nov. 10, the president and chancellor of the school quit. Students and colleges across the country are noticing.

Since November, there have been protests at more than 100 colleges and universities across the country. Some students are unhappy. Minorities do not like how they are being treated. Many students are using tools like Facebook to tell people how they feel.

Today's protests are inspired by the past. In 2014, a young black man was shot and killed in Ferguson, Missouri. People in that city began to protest. That started a movement in the country. People are not afraid to fight for what they believe in.

## Students Want Equal Rights

The students are calling for change at their schools. They want people from all races and backgrounds to have the same rights as everyone else. To make their point, the protesters are doing different things. Some are refusing to eat. Others are camping out in offices. Many are writing lists of things they want changed.

Their actions are being noticed.

# More protests held at colleges as students find new power for change

By Los Angeles Times, adapted by Newsela staff on 11.30.15

Across the country, colleges are dealing with the protests. Some school leaders have been forced to leave. Last week, an administrator from a school in California stepped down. People were unhappy with how she spoke to a Latino student. Some schools are meeting students' demands. Another college in California is thinking about changing what they teach. They might start offering more classes about black history.

## News Can Spread Faster Now

For years, university students have been fighting for equal rights. Protests are nothing new. The president of the University of California system said that colleges play an important part in changing how people act. Many problems are talked about at college. Many voices are also heard there.

Today, social media plays a big part. A protest can spread fast with Instagram and Twitter. It was not like that 20 years ago.

News spreads fast now. What happened in Missouri was felt across the country. Students from other schools are wondering if the same thing could happen at their school.

The protests have a few different goals. Many students are fighting for equal chances to succeed. They are tired of minorities being treated differently than white people.

“As a black person, I think black people are just fed up. It’s time out for ignoring these issues,” said Shaun R. Harper. He teaches at the University of Pennsylvania.

# Questions

Read the following sentence.

*Last week, an administrator from a school in California stepped down.*

Which word could replace "administrator" in this sentence WITHOUT changing its meaning?

- (A) captain
- (B) employee
- (C) leader
- (D) worker

Read the selection from the article.

*Since November, there have been protests at more than 100 colleges and universities across the country. Some students are unhappy. Minorities do not like how they are being treated. Many students are using tools like Facebook to tell people how they feel.*

Fill in the blank. A "protest" is an event where people .....

- (A) talk about how they feel on Facebook.
- (B) discuss many of the colleges across the country.
- (C) explain why they don't like how they are being treated.
- (D) work together to show their dislike or disapproval of something.



# Exit Ticket:



## Resources from Day 4



### Coastal Elites Workshop

Exit Ticket. Questions with asterisk (\*) are required.

\* Required

1. Name:

---

2. Please select the correct session

Mark only one oval.

- ☐ Day 1: Overview of college admissions tests  
☐ Day 2: Main Idea Reading Questions  
☐ Day 3: Detail-Oriented Reading Questions  
☐ Day 4: Vocab in Context Reading Questions

3. Was the information presented in today's session helpful? \*

Mark only one oval.

0 1 2 3 4 5  
Not at all ☐ ☐ ☐ ☐ ☐ ☐ Very helpful

4. Any questions or feedback? \*

---

5. What is something new you learned today?

---

6. What was your favorite part of today's session?

---

7. What would you change about today's session?

---