

Form 4

The Problem with Bottled Water

Part 1, Teacher Version

My Name: _____

My Partner's
Name(s): _____

Today's Date: _____

My Teacher's Name: _____

My Grade (Circle One): 6th 7th 8th

Directions for Using the Probes

The teacher probes listed for each assessment item give teachers ideas about how to gain further insights into student responses. While the students are working in pairs, you might:

- Use the questions provided for each item to gain information about the language aspects that are either supporting or impeding comprehension
- Use the information given in teacher considerations for each probe to guide your opportunities to “listen in” to the partner discussions as you are observing the students working together.

Your insights from the probes can be used to plan any needed instructional intervention individually or to the class to support improved reading comprehension.

Remember:

- You can decide if there are particular items on the assessment that you want to have more information about and use the questions for those items only.
- After using a probe, depending on the student response, you may need to think of further probes to deepen your insights into his/her reading comprehension.
- You **do not have to use all the probes** for each item on the assessment.

There are three kinds of questions in this guide:

- Initial question probes: If the students provide the correct answer on the assessment form, use the initial question probes to ascertain how they arrived at the answer.
- Drill down probes: These questions are designed to give you more information about the thinking behind students’ answers. There are two uses for questions found in the drill down probes.
 - (1) If you think that the students’ correct answers to your questions do not contain sufficient evidence of appropriate knowledge and strategies, then move to the drill-down questions.
 - (2) If the students’ responses are incorrect on the assessment form, then go straight to the drill down questions.
- Teacher considerations: The questions found in this section are in general organized by word-, sentence-, and discourse-level features. These questions provide an interpretative framework for you to help you draw inferences about the student responses and guide you to specific areas you may want to probe with further questions. The information you obtain from these questions will help you make instructional adjustments or provide feedback to the students that will help them move their own learning forward.

Please refer to the Glossary for definitions of linguistic and reading terms used in the probes. The Glossary is found at the back of this booklet.

Using Evidence from the Probes

Below is a vignette of how a teacher uses the probes for Item 1 of *The Problem with Bottle Water Part 1* to gather evidence in support of student learning.

Context: A class of eighth grade students. Prior to the administration of *The Problem with Bottle Water Part 1*, the students have been learning about persuasive text. They have focused on how they can determine the main idea and several strategies for identifying the author’s main argument, or point of view, including particular word choices that signal an argument/a point of view.

In pairs, the students have begun working on Part 1 of the assessment. As they work, the teacher circulates around the pairs listening in to their conversations. Once the students begin to identify their answers, the teacher starts to focus on their responses.

The teacher notices that a pair of students circled the incorrect answer for Item 1. Instead of answer C, the students chose answer B “People need to learn more about recycling plastic.”

Teacher: [Before asking about the main argument, the teacher first wants to check if the student knows what the main idea of the passage is.] What is the main idea of the passage?

Student: Bottled water, like makes the environment bad.

Teacher: And how do you know that? What in the text tells you about that?

Student: [The student points to the first sentence in paragraph 1] A lot of people drink bottled water. [Then he points to 3rd sentence] So that means like that there are like problems with dumps in the ocean and stuff.

Teacher: [teacher makes a decision that the student has a clear enough sense of what the main idea is and understands where in the text to find clues to where the main idea is, and so she decides to move next to focusing on the main argument]. So now that you’ve got the main idea, what do you think the main argument is?

Student: Because the article is about water bottles in garbage dumps. See, there’s a picture [student points to the picture].

Teacher: Yes, you showed that the picture has lots of bottles. So let’s think about the text. Let’s think about how you can decide how the author is communicating his argument.

Student: Well, in paragraph 2 it says that plastic bottles are like bad for the environment. And in paragraph 7, it says “It’s time for major changes” and that plastic bottles need to be recycled more and if they’re not recycled more, they end up in garbage dumps.

Teacher: That’s an important point that the article makes, but remember when we talked about how the author conveys his argument: What the author does in his writing to help the reader understand what the main argument is? Can you remember what we talked about?

Student: We have to look at the paragraphs?

Teacher: Yes, you look at the paragraphs to find the clues. Now, one of the ways the author conveys his main argument is in the words he chooses to communicate is opinion. So what I’m going to ask you and your partner to look at the text and highlight any words that you think have to do with the author’s opinion. I’m going to leave you to think about that and I’ll check in with you in a few minutes to see the words that you’ve chosen.

Teacher thinks: I’ve linked the students back to previous learning on opinion words. When I go back to them, I want to make sure they underline “major” “important” “simply unaware” “unfortunately” “obvious” “clearly” so that I can help them think about the fact that they have to get the recycling but there’s other opinions beyond that...how all these words help the author communicate his full argument. I really need to get them focused on the opinion words in the last two paragraphs. Another note to self, I’ve already seen another pair having these issues, if I see many more struggling with this, I may need to have a minilesson with main argument and looking for clues through opinion words and stages of the argument tomorrow. I may need to repeat the graphic in Part I of *Protecting a Strong Animal* to remind them of the stages of argument.

Directions:

In this activity you are going to read an article from an environmental magazine. The author of the article is **Mark Acosta**. Mr. Acosta wants to persuade you. He wants you to agree with him. Your job is to read the article and answer questions. Later, you will read a letter from a reader named **Wendy Black**. Ms. Black disagrees with Mark Acosta. In the end, you have to decide who you agree with.

Before you read...

Look at the article by **John Coates**. Look at the title, the photo, and the first sentence of each paragraph.

What do you think John Coates' article is going to be about? Talk to your partner and finish the sentence below.

I think this article is going to be about: Bottled water and how it
is bad for the environment.

While you read...

Now read **Mr. Acosta's** article. While you read the article:

- Underline any words that you don't know.
- Try to guess the meaning of the words from the context

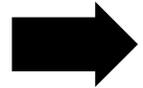
After you have finished reading...

Now you will work with your partner to answer questions. **You will write down your own answers, but discuss them with your partner.**

Tips for working together:

- Discuss the questions to make sure you understand them.
- Try to agree on the answers before you write them down.
(Remember: You can look back at the article at any time.)
- Ask your partner about things you don't understand.

When you are ready, go to the next page



Directions: For the questions on this page, think about the **topic** of the article, the **main idea**, and the author’s **main argument** (his main point or message).

Warm-up:

Put a check next to the **topics** that were included in the article. Discuss with your partner to make sure you agree.

- Where to recycle plastic bottles
- How plastic bottles harm ocean animals
- How glass and plastic bottles are different
- How to stop using so much bottled water

1 What is the author Mark Acosta’s **main argument** in the article? Discuss with your partner and circle the best answer.

- A. Bottled Water is safer and more convenient than tap water.
- B. People need to learn more about recycling plastic.
- C. People should not use bottled water so much because it causes many problems.

2 Look at **paragraph 1** again. The author mentions **three problems** caused by using too much bottled water. Underline the three problems that the author describes.

More than half of the people in the United States drink bottled water regularly. Bottled water is safe and it is considered convenient because it is portable. But that convenience comes with problems and a high environmental cost. The problems include: pollution created during the production and transportation of bottled water; injuries to marine life from discarded bottles; and ugly garbage dumps filled with empty bottles.

Item 1**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of genre text structure, specific content from the article, or main argument go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Are students using their knowledge of verbs (especially modals) to help determine their answer (e.g., *should, will probably, believe*)? Do students understand that the modal verbs reflect the author’s opinion or point of view, which is aligned to the main argument?
- (2) Discourse level: Do students use their understanding of the genre text structure to help them make their answer choice (e.g., looking carefully at concluding paragraphs (last two) to determine the main argument)? Are students using the content from the entire article to find the main argument?

Item 2**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of language and text structure go to drill down question(s). Specifically, do students make connections between similar words, understand the function of punctuation, and/or follow the logic of the argument?

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Item 2 **Teacher Considerations** continued on next page)

Directions: For questions 3 – 13 you will need to understand **details** (specific information) from the article.

The paragraph below is a summary of paragraphs 2 and 3.

- Use the **ANSWER CHOICES** to complete the sentences.
- Write the letters of the correct answer choices in the blank spaces in the paragraph.
- You may look back at the article at any time.

| |
|-----------------------------------------------------------------------------------------------------------|
| ANSWER CHOICES |
| A. garbage dumps B. plastic bottles C. pollutants D. barrels of oil E. dissolve into the soil |

3

Nickel, benzene, and ethylene oxide are examples of C . They are

4

released into the air when B are made. Most plastic bottles wind up

5

in A where it takes them hundreds of years to decompose. *Decompose*

6

is another way of saying E .

Item 3**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on understanding of specific words in both the prompt text and the passage, grammatical knowledge, and/or the function of phrases such as “are examples of” to help them select the correct answer choice, go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Sentence level: Do students notice that because there are three items listed (“nickel, benzene, and ethylene oxide”), the target word(s)/answer should be plural? Do students understand that the phrase “are examples of” signals that the answer needs to refer to or be a description of the items listed in the beginning of the sentence (i.e., “nickel, benzene, and ethylene oxide”)? When referring to the article for clues, do students understand that “such as” (sentence 2, paragraph 2) indicates that there is a relationship between “nickel, benzene, and ethylene oxide” to “pollutants” (i.e., that “nickel, benzene, and ethylene oxide” are types of pollutants)?

Item 4**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of grammar and sentence structure, go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Item 4 **Teacher Considerations** continued on next page)

Item 4 (cont.)**Teacher Considerations:**

- (1) Word level: Do students understand that the word “are” functions as an attributive verb in this sentence – where the word that follows it, “made,” describes an attribute of the word that comes before “are”? This signals that the missing word (or the blank) has to be something that “is made.” In knowing this, students could eliminate answer choice E because it describes a process and not a thing.
- (2) Sentence level: Do students understand that the answer choice does NOT refer to something “released in the air” mentioned in the first part of the sentence (which would be the wrong answer choice C)? That concept (“released in the air”) refers instead to the predicate of the previous sentence.
- (3) Discourse level: Students can consider what objects or things logically “are made” in the context of the article to determine that the answer is “plastic bottles,” answer choice B.

Item 5**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on the logic of language use within and across sentences in the passage, go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students understand that presence of the word “where” after the blank indicates that the answer needs to refer to a place? Do students understand that the correct answer choice A “garbage dumps” refers to locations/places?
- (2) Sentence level: Do students follow the logic of the sentence structure – where “bottles” is the subject, “wind up” is the main verb, and “in” signals the beginning of a prepositional phrase – to conclude that the answer needs to describe a place where the bottles go?
- (3) Discourse level: When referring to the article, do students understand that “most” in sentence 3, paragraph 3 refers to “plastic bottles” from sentence 1, paragraph 3? This link between the two sentences needs to be made across three sentences (from the first sentence in the paragraph to the third) to understand that plastic bottles end up in garbage dumps.

Directions: Mark Acosta uses many **numbers** to show how big the bottled water problem is.

- Answer the questions on this page with **numbers** from the article.
 - You can either spell the number out (e.g., one) or write the number (e.g., 1).
-

7 How many barrels of oil are used to make plastic water bottles each year? (paragraph 2)

1.5 billion

8 How many tons of plastic are used to make water bottles each year?
(paragraph 3)

30 million

9 What percentage (%) of plastic bottles end up in garbage dumps?
(paragraph 7)

70 (or 70%)

Item 7**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of words and/or numerical representation, go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students understand that the item is asking them to locate a number in the text of paragraph 2 to determine the answer?
- (2) Discourse level: Do students equate the verb “to make” that is in the item to the verb “to produce” that is in the article (sentence 4, paragraph 2) to help them answer the question?

Item 8**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of words and/or numerical representation, go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Item 8 **Teacher Considerations** continued on next page)

Item 8 (cont.)**Teacher Considerations:**

- (1) Word level: Do students understand that the item is asking them to locate a number in the text of paragraph 3 to determine the answer? Are students attending to the word “tons” (and not “bottles”) in order to locate the correct number to report?
- (2) Discourse level: Do students take note of the word “equals” in sentence 2, paragraph 3, to help them understand the relationship between the number of plastic bottles made each year and the number of tons of plastic needed to make them? Do students understand that the word “That” (the subject of sentence 2, paragraph 3) refers to the “26 billion plastic bottles” mentioned in the previous sentence? Making this connection is important for students to be able to understand the connection between the number of bottles and amount of plastic used to make them.

Item 9**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of words and/or numerical representation, go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students understand that the item is asking them to locate a number in the text of paragraph 7 to determine the answer? Do students equate the word “percentage” in the question to the word “percent” in the article (paragraph 7)?
- (2) Sentence level: Do students understand that the 30 percent mentioned in sentence 4, paragraph 7 refers to the number of bottles that end up in recycling centers and not garbage dumps?
- (3) Discourse level: Are students able to infer that the “70 percent” mentioned in sentence 5, paragraph 7 refers to plastic bottles even though it is not stated explicitly? This connection is important to make because the 70 percent mentioned in the sentence also refers to the percentage of plastic bottles that end up in garbage dumps which is the target information of the question.

Directions: For questions 10 and 11, decide whether the sentences are correct or incorrect based on the information in the article.

- If a sentence is correct, circle **Correct**.
- If a sentence is incorrect, circle **Incorrect** AND quote the article to explain why it is incorrect.
- **Two examples have been done for you.**

| SENTENCES | ANSWERS |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Example:</p> <p><i>Ocean animals can be killed or injured by eating plastic that is floating in the water.</i></p> | <p>Correct  Incorrect</p> |
| <p>Example:</p> <p><i>An equal number of plastic bottles go to garbage dumps and recycling centers.</i></p> | <p>Correct Incorrect </p> <p>The article says "Currently only about 30 percent of plastic bottles make it to a recycling center"</p> |
| <p>10</p> <p><i>If people switch from drinking bottled water to tap water, the environment will not change much.</i></p> | <p>Correct Incorrect</p> <p>The article says, "If every bottled water consumer in the U.S. made the switch to drinking tap water, the environment would be cleaner and safer for all creatures."</p> |
| <p>11</p> <p><i>People believe that bottled water is safer and more convenient than tap water.</i></p> | <p>Correct Incorrect</p> |

Item 10**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of words and/or sentence structure (e.g., the “if...then” construction), go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students understand the meaning of the word “switch” in the question text? This verb is key in understanding the action described in the sentence.

Do students equate the phrase “every bottled water consumer” in the relevant article text (sentence 2, paragraph 7) with “people” in the question text?

- (2) Sentence level: Do students understand that the logic implied in the “If, then” construction of the question sentence indicates that the second clause is predicated on the presence of the information in the first clause? That is, the sentence is saying, “the environment will not change much” based on the condition of “people switching from drinking bottled water to tap water”?

Do students similarly understand that the logic implied in the “If, then” construction of the relevant article text (sentence 2, paragraph 7) indicates that the second clause is predicated on the presence of the information in the first clause? That is, do students understand that the sentence is saying, “the environment would be cleaner and safer for all living creatures” based on the condition of “every bottled water consumer in the U.S. [making] the switch to drinking tap water from reusable containers”? In comparing the logic of these two sentences, it may become clear to students that the answer is “incorrect”.

- (3) Discourse level: Are students able to find the relevant article text to find the information needed to answer the question? Can students compare the information in the article text with the information in the question text?

Notes

Item 11

Initial Question Probe:

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on the identification of concepts expressed in different ways (e.g., in the prompt and passage), go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students equate the word “consumer” in the relevant article text (sentence 1, paragraph 6) with “people” in the question text?
- (2) Discourse level: Are students able to find the relevant article text to find the information needed to answer the question? Can students compare the information in the article text with the information in the question text?

In paragraph 6 of the article text, students need to be able to infer that the comparison of “bottled water” made in sentence 1 (“bottled water is both safer and more convenient”) is in relation to “tap water” mentioned in sentence 2. To understand the correctness of the question (since it compares bottled water and tap water in a single sentence), it is important for students to understand the relationship of the first two sentences in paragraph 6 of the article text.

Notes

Directions: For questions 12 and 13, look at the table below and decide if each sentence from Mark Acosta’s article expresses a **fact** or an **opinion**.

- Check (✓) “FACT” if the sentence expresses a fact.
- Check “OPINION” if the sentence expresses an opinion.
- **One example has been done for you.**

Example:

| SENTENCES | FACT | OPINION |
|--------------------------------------------------------------------------------------------------------------|------|---------|
| Paragraph 2: “The plastic in a typical water bottle is made from crude oil.” | ✓ | |
| 12 Paragraph 4: “Garbage dumps are often located near the ocean, and that is where many bottles wind up.” | ✓ | |
| 13 Paragraph 7: “It is time for major changes across the country.” | | ✓ |



Item 12**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of language and text structure go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students realize that there are no evaluative words in the sentence?
- (2) Sentence level: Do students understand the sentence structure using the *to be* verbs (e.g., are, is)? The information following the *to be* verbs (“often located near the ocean” and “where many bottles wind up”) are attributes of the subject of that clause (e.g., “garbage dumps”)? Understanding this type of sentence structure will help students determine that the sentence is a fact.

Item 13**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of language and text structure go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students understand that the word “major” implies an evaluative stance, suggesting that the answer is an opinion instead of a fact?
- (2) Sentence level: Do students understand that the imperative mood (“It is time”) suggests an opinion about a direction people make to take (“major changes across the country”)?

Directions: For questions 14 – 17, read the definition and write the word that goes with it. Use the **ANSWER CHOICES**.

- Hint: Use context clues to guess the definition of words you don't know.
- The paragraphs with the answer choices are written below the words.
- **One answer choice will not be used.**

| ANSWER CHOICES | | | | | |
|---------------------------|---------------------------|----------------------|---------------------------|----------------------------|------------------------|
| Portable (paragraph 1) | reusable (paragraph 6) | tap (paragraph 5) | consumer (paragraph 6) | currently (paragraph 7) | major (paragraph 7) |

| DEFINITION | WORD |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <div style="background-color: black; color: white; padding: 2px; border-radius: 5px; display: inline-block; margin-bottom: 5px;">Example:</div> A person who buys something | consumer  |
| 14 Happening right now | currently |
| 15 Can be used again | reusable |
| 16 An opening that water comes out of | tap |
| 17 Can be carried from place to place | portable |

Directions: First read the definitions of *Environment*, *Environmentalist*, and *Environmentalism* in the example table.

| WORD | DEFINITION |
|--------------------------|---------------------------------------------------------------|
| <i>Environment:</i> | The natural world, including the land, air, and water |
| <i>Environmentalist:</i> | A person who works to protect the environment from pollution |
| <i>Environmentalism:</i> | The activity of working for the protection of the environment |

Now look at the table below.

- For questions 18 and 19, draw lines from the words in the WORD column to their definitions in the DEFINITION column.
- **One example has been done for you.**

| WORD | | DEFINITION |
|--------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Example: <i>Pollute:</i> |  |  A person or company that makes the environment dirty |
| 18 <i>Pollutant:</i> |  |  To make the environment dirty or unhealthy. |
| 19 <i>Polluter:</i> |  |  A material or substance that makes the environment dirty, such as a dangerous chemical |

Item 18**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of suffixes (e.g., *--er* and *-ant*) go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Are students familiar with the meaning of suffixes (e.g., *-ant* added to the end of a verb – in this case *pollute* – changes the verb into a noun)? Specifically in this question, the suffix *-ant* added to the verb *pollute* means in general “something that pollutes.”
- (2) Discourse level: In referring to paragraph 2 of the article text, can students infer from the information on pollutants (e.g., “nickel, benzene, and ethylene oxide”) are “material(s) or substance(s) that make the environment dirty” or that they are “dangerous chemical(s)”?

Item 19**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of suffixes (e.g., *--er* and *-ant*) go to drill down question(s).

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Are students familiar with the meaning of suffixes (e.g., *--er* added to the end of a verb changes the verb into a noun, specifically a person)?

- 20 Read this sentence from paragraph 7. Then, choose the sentence that has the **closest meaning**.

If every bottled water consumer in the U.S. made the switch to drinking tap water from reusable containers, the environment would be cleaner and safer for all living creatures.

- A. People will not switch from bottled water to tap water until the environment becomes safer.
- B. People who use reusable containers do not realize that there are better choices.
- C. When people start using tap water instead of bottled water, there will be less pollution.
- D. People need to stop using so much water in order to help the environment.

- 21 The main verb in this sentence is underlined. What is the **subject** that goes with the main verb?

Many people who use bottled water help protect the environment by recycling plastic bottles.

- A. "bottled water"
- B. "people"
- C. "the environment"
- D. "who"

Item 20

Initial Question Probe:

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of words and phrases with similar meanings or dependent relationships between ideas, go to drill down question and teacher considerations below.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Can students equate the following words/phrases that have similar meanings between the sentence used in the prompt and the correct answer choice C?

| <u>Prompt</u> | <u>Answer Choice C</u> |
|-----------------------------------------------------|--------------------------|
| every bottled water consumer in the U.S. cleaner | people less pollution |

- (2) Sentence level: Do students understand that the prompt sentence establishes a dependent relationship between people’s use of tap water and a better environment, and so does answer choice C? Knowing this specific dependent relationship is necessary for students to answer correctly despite the fact that the prompt sentence has a different construction (i.e., if...than) then answer choice C (i.e., when...there will).

Item 21

Initial Question Probe:

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of sentence structure (e.g., subjects, predicates, and relative clauses) go to drill down question and teacher considerations below.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Item 21 **Teacher Considerations** continued on next page)

Directions: For questions 22 and 23, look at the table below. The QUESTION column has questions about bottled water. The PARAGRAPH NUMBER column has paragraph numbers where the information to answer the questions can be found.

- Draw a line to match each question with the paragraph where the answer can be found.
- **One line has been drawn for you.**

| QUESTION | | PARAGRAPH NUMBER |
|------------------------------------------------------------------------------------------------------------|--|------------------|
| Example: <i>What would happen in the United States if people switched from bottled water to tap water?</i> | | Paragraph 4 |
| 22 <i>How does plastic harm ocean animals?</i> | | Paragraph 6 |
| 23 <i>What are some beliefs people have about bottled water?</i> | | Paragraph 7 |

Item 22

Initial Question Probe:

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws knowledge of words and phrases with similar meanings, go to drill down question and teacher considerations below.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Can students equate the following word/phrase that have similar meanings in the context of the text between the sentence used in the prompt and the paragraph?

| Prompt | Paragraph 4 |
|---------|-------------------------------|
| Animals | sea turtles and other animals |
| harm | injure or kill |

Equating the words (“animals” and “sea turtles and other animals” or “harm” and “injure or kill”) will allow students to understand that paragraph 4 contains the information that will answer the prompt question.

Item 23

Initial Question Probe:

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws knowledge of words and phrases with similar meanings, go to drill down question and teacher considerations below.

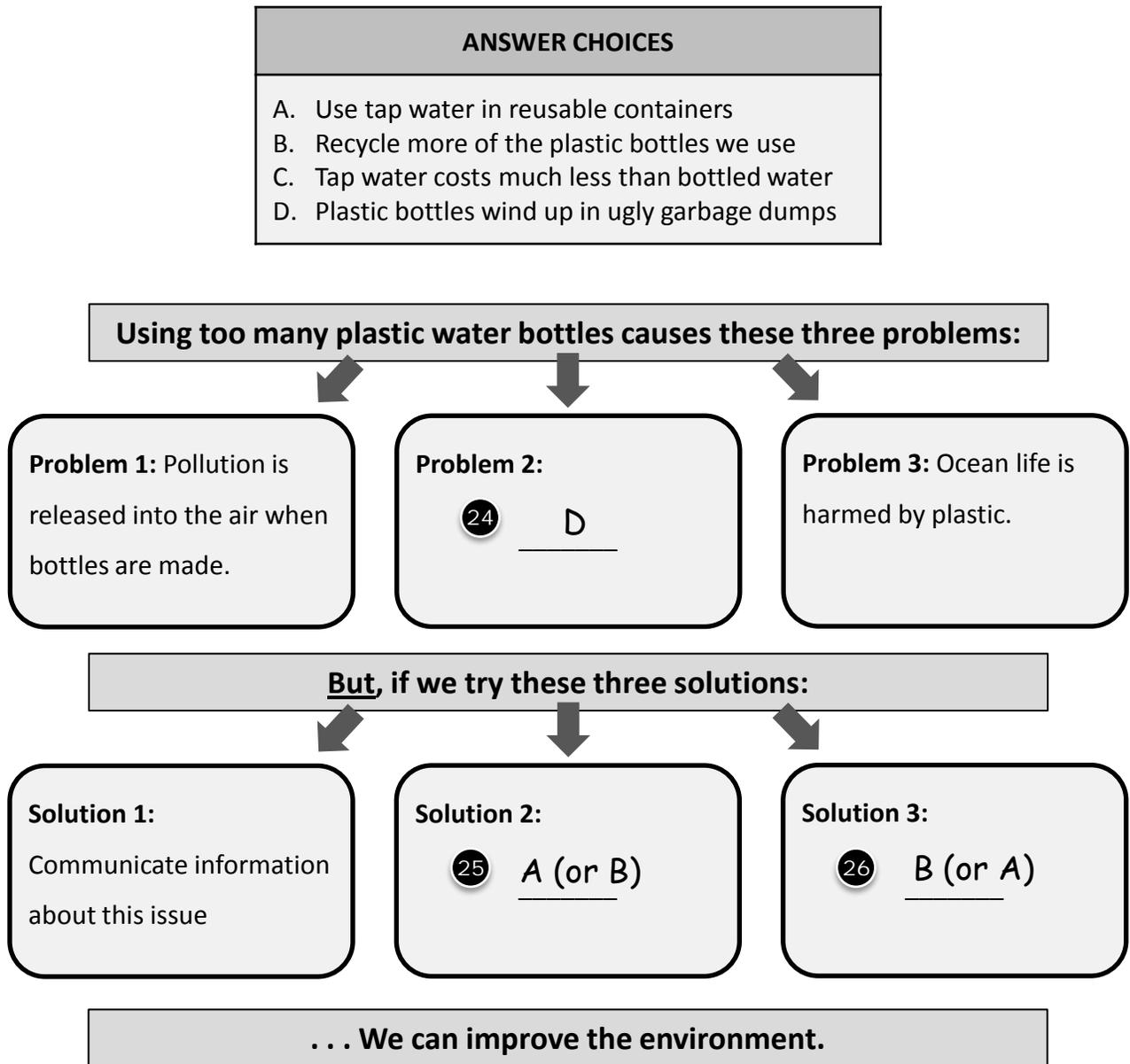
Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Item 23 **Teacher Considerations** continued on next page)

Directions: The graphic organizer below shows the author’s argument. Some parts of the graphic organizer are empty.

- For questions 24 – 26, use the ANSWER CHOICES to fill in the blank spaces.
- **One answer choice will not be used!**



Item 24**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of their understanding that 1) the answer has to be a problem, 2) the negative connotations of the word “ugly,” and 3) the problems of garbage dumps near the ocean, go to drill down question and teacher considerations.

Drill Down Question:

- (1) Did you use clues in the text, graphic organizer, and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Visual Graphical level: Do students understand that the answer to this question has to be a problem and not a solution?
- (2) Word level: Do students understand that the correct answer (D) contains the word “ugly,” which connotes a negative evaluation and as such, a problem?
- (3) Sentence level: Do students go back to the article and understand that the phrase “garbage dump” (that appears in the correct item answer D) is in reference to a problem (i.e., the bottles that ocean animals eat come from garbage dumps that are often located near the ocean) (sentences 1-2, paragraph 4 or sentence 4, paragraph 1)?

Items 25 and 26**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge that 1) a solution is required for the correct answer and 2) following Solution 1, an action is necessary for a solution, go to drill down question and teacher considerations.

Drill Down Question:

- (1) Did you use clues in the text, graphic organizer, and in the question to help you answer this question? What were they?

(Item 25 and 26 **Teacher Considerations** continued on next page)

STOP! Before you go on, read Wendy Black’s letter with your partner.

Directions: Wendy Black disagrees with Mark Acosta. What **reasons** does Ms. Black mention for preferring to drink bottled water?

- Write a check (✓) under **YES** if the reason is mentioned by Ms. Black
- Write a check under **NO** if it is not mentioned by Ms. Black.

| REASONS | YES | NO |
|----------------------------------------------------------------|-----|----|
| 27 Bottled water tastes better than tap water. | | ✓ |
| 28 Sometimes tap water contains chemicals. | ✓ | |
| 29 The number of plastic bottles being recycled is increasing. | | ✓ |

Item 27**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that the author never explicitly states her dislike for tap water, go to drill down question and teacher considerations.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Sentence level: Do students notice in sentence 1, paragraph 4, where Ms. Black mentions, “I prefer to drink bottled water”? This is the best information students have for determining Ms. Black’s attitude towards the taste of tap water. Students could infer from this that she does not like the taste of tap water, but since this is never mentioned explicitly in the article, the correct answer choice is “No”. She does not mention the taste of tap water anywhere in the article.

Item 28**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that the author explicitly states that chemicals are found in tap water, go to drill down question and teacher considerations.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Sentence level: Do students notice that in sentence 1, paragraph 3, Ms. Black mentions “chemicals found in some tap water”? This idea is close enough to the prompt statement that “Sometimes tap water contains chemicals” to be able to answer “Yes,” Ms. Black mentions this idea in the article.

Directions: In questions 30 and 31, think about what is **probably true** based on what you read in Mr. Acosta's article. Discuss with your partner to choose the best answer.

30 Based on what you read in Mr. Acosta's article, which of these projects would he **probably** support? Circle just one answer.

- A. Giving bottled water to student athletes.
- B. Giving free reusable water bottles to high school students.
- C. A television program about chemicals in tap water.
- D. A plan to lower the price of bottled water.

31 Based on what you read in Mr. Acosta's article, which statement about Mark Acosta is **probably true**? Circle just one answer.

- A. Mr. Acosta cares about keeping the environment clean and safe.
- B. Mr. Acosta goes to the recycling center every day.
- C. Mr. Acosta is worried about pollutants in tap water.

Item 30**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of 1) similar phrases and 2) inferences, go to drill down question and teacher considerations.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

Teacher Considerations:

- (1) Word level: Do students equate the phrase “reusable container” in the article (paragraphs 6 and 7) with the phrase “reusable water bottle” in the correct answer choice?
- (2) Discourse level: Do students understand that the word “probably” in the item prompt requires them to make an inference (i.e., high school students) based on the ideas in the passage?
- (1) Content level: Do students separate the answer choices into the categories of pro-bottled water and anti-bottled water? Because Mr. Acosta’s article takes an anti-bottled water stance, this categorizing process would make finding the correct answer choice simpler.

Item 31**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of inferences (see below), go to drill down question and teacher considerations.

Drill Down Question:

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Item 31 **Teacher Considerations** continued on next page)

Directions: You have read an article and a letter. Each author made an argument about bottled water.

- Choose the author who you agree with more.
 - Use **specific information from what you read** to explain why you think their argument was the strongest.
-

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Who do you agree with more about bottled water?

- I agree with Mark Acosta more.
- I agree with Wendy Black more.

Now write a paragraph to explain your choice.

Remember to use specific reasons from the articles you have read.
