

#NPS LITERACY
 STRATEGIC.
 AUTHENTIC.
 ENGAGED.

NPS English Office
 Learning in Place 2020
 English Middle School



Daily Reading	READ 14.2: Each day read for 15 minutes, something of choice, and complete the reading log including the title of the book/text, the number of pages read, and a hashtag summary of what was read. The reading log is on the back of this sheet. A sample entry is included.
Daily Writing	Write one or more pages per day capturing your thoughts, questions, comments, and concerns about the events unfolding in our world presently. Here are some ideas to get you started: respond to or analyze tweets, Instagram posts, Tik-Tok videos, articles, pictures, cartoons that you see related to the current situation, discuss how this virus has disrupted your life or altered your plans or the effects on friends and family. You could simply journal your thoughts about this unprecedented time in our world. (adapted from kellygallagher.org)

For the texts assigned below, you are expected to annotate thoroughly either on a printed version or on a separate sheet of paper by writing a hashtag summary of each paragraph and responding to the text-dependent, multiple choice, or short answer discussion questions at the end of each selection. In addition, there are extended writing tasks. **All assignments are due to your English teacher on the first day you return to school.**

Week 1

Weekly Reading	Extended Writing Task
"Shut Down by Coronavirus, Schools Scramble to Feed Students" (Newsela Article)	Ensure that you are maintaining your Daily Writing Log. You should have a minimum of 15 entries by the end of the three week period.

Week 2

Weekly Reading	Extended Writing Task
"Stress for Success" (CommonLit)	Ensure that you are maintaining your Daily Writing Log. You should have a minimum of 15 entries by the end of the three week period.

Week 3

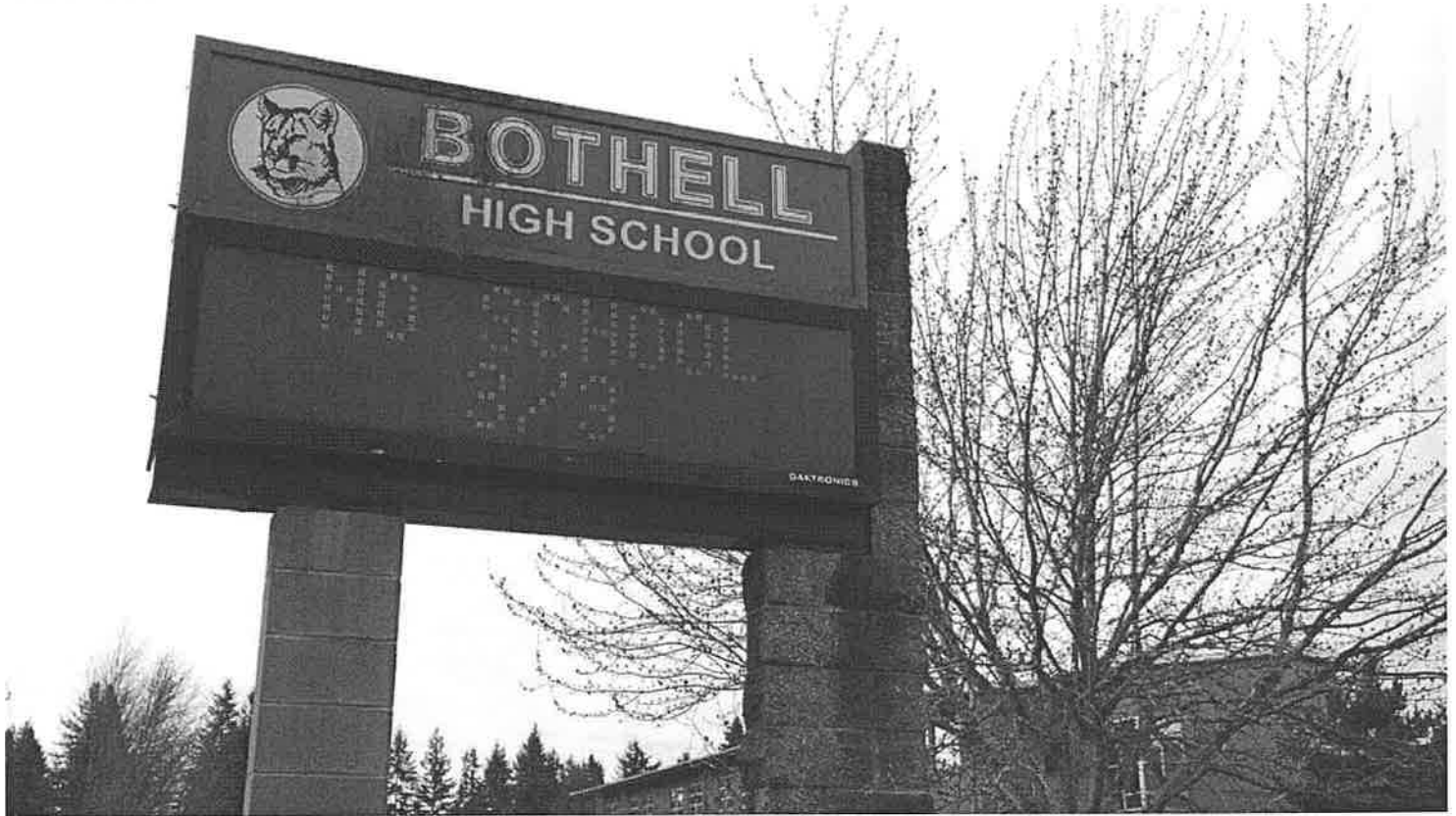
Weekly Reading	Extended Writing Task
"Fear Prompts Teens to Act Impulsively" (CommonLit)	Considering this week and last week's reading selections, create a Venn Diagram comparing how the two texts present stress/anxiety as beneficial and/or harmful. Then, write an essay in which you argue whether or not anxiety is an enemy or a friend. Be sure to use reasons, examples, and elaboration.

Shut down by coronavirus, schools scramble to feed students

By Education Week, adapted by Newsela staff on 03.16.20

Word Count **957**

Level **1020L**



All Northshore public schools closed up to two weeks in response to the novel coronavirus, COVID-19, on March 5, 2020, in Bothell, Washington. The district is operating a remote learning program to continue instruction and is distributing meals daily at several sites around the district. Photo: Karen Ducey/Getty Images

The coronavirus is causing more and more schools to close, forcing school leaders across the country to address another problem. If schools shut down, their students may not have access to meals.

The coronavirus causes a flu-like illness. It started in China and has been spreading all over the world since December 2019.

Millions of students, in school districts big and small, rely on the free or discounted meals they eat at school. Some people worry that as more schools close their doors, more children will go hungry.

Joel Berg is the leader of Hunger Free America, a New York-based nonprofit. "These meals are a very big deal," he said. "Almost 30 million kids a day rely on government-subsidized school meals."

As of March 9, 507 schools throughout the United States have been closed or are scheduled to close, affecting 363,357 students.

Health officials are saying social distancing can help limit the spread of the disease. Social distancing is essentially staying away from crowds and crowded spaces to prevent the spread of a disease. This is why schools are shutting down. This is also why people are being told to stay at home.

The U.S. Department of Agriculture is the government agency that oversees the nation's school meal programs. It has instructed schools on how to feed students during these unplanned school closures. However, that doesn't mean it will be easy for schools to ensure that students get the meals they need.

Access To Food

In Fremont, Nebraska, the district decided to shut down schools for the week because of a local resident who may have been exposed to the virus. That means roughly 4,300 students are out of school for at least five days. About 6 in 10 families in the school district qualify for free or reduced lunch.

The school district does not currently have plans to distribute meals to students. However, officials are coordinating with the local United Way and food pantries in the region to ensure children in need are not missing meals.

Christy Fiala is a leader of the Fremont Area United Way charity. "Many families rely on the breakfast and lunch that's provided at school," she said. It is important to make sure families have access to those meals when schools close unexpectedly, she said.

The Agriculture Department allows some districts to offer meals using programs created to feed low-income children during the summer. However, the program requires "congregate feeding," which provides meals to children in group settings. One practice for preventing spread of the virus is to reduce large group gatherings.

Berg said the point of closing schools was to prevent people from gathering in large groups. "That really defeats the purpose if people all have to go to a centralized location to get food," he said.

In a March 5 letter to Agriculture Secretary Sonny Perdue, the School Nutrition Association asked the agency to get rid of the requirements for congregate feeding. The letter asked for meals to be served at closed schools and community sites.

The group also urged the Agriculture Department to allow districts to deliver meals to different locations. With more locations, it would be safer and easier for families to get their meals.

The Centers for Disease Control and Prevention (CDC) is the U.S. health agency. The CDC issued temporary advice in response to the coronavirus. It suggested that schools consider ways to distribute food, such as offering "grab-and-go" bagged lunches or meal delivery, to avoid having students gather in groups.

California and Washington state requested that the government allow meal services to continue during school closures. The Agriculture Department approved the requests in early March.

Chris Reykdal is a government official who oversees how schools are run in Washington state. He said that if schools are not providing breakfast and lunch, many students will lack nutrition.

"A Basic Need"

Coronavirus has caused the most disruptions to schooling in Washington state. Education officials there have said they've struggled to keep meals flowing to students during the closures.

In Bothell, Washington, the Northshore School District closed all of its schools on March 5 for up to 14 days. The district began online classes for its students on March 9. It provided lunches to students, too, offering "grab-and-go" meals at 17 school sites.

Juliana Fisher is the district's food services director. "We're still servicing students as far as education goes," she said. "Food is a basic need and everyone knows that students can't learn if they don't have the nutrition that they need."

The district has 23,500 students, and more than 3,000 of them qualify for free or reduced lunch, Fisher said. One of the first challenges to making meals available was having staff members in place to prepare and deliver them. She said staff members who felt they were at high risk for getting the virus could opt out of work. People who are elderly or have been sick before are more likely to get sick from the virus. Children are less likely to get sick from the virus.

"One of our biggest concerns was making sure that our staff and our community stay safe," Fisher said. "We also had to determine what staff was available." The staff organized into groups and made a plan to deliver meals, she said.

The district offered two meals options on March 9. One was orange chicken with rice and steamed carrots and the other was yogurt with sunflower seeds and granola and a side salad of kale for vegetarians.

Students did not have to pre-order. If they showed up, they received a meal, Fisher said.

"Situations like this really show how important it is and how much some families depend on those meals at school," she said.

Quiz

1 Which sentences from the introduction [paragraphs 1-7] BEST explains a negative effect of shutting down schools?

- (A) The coronavirus is causing more and more schools to close, forcing school leaders across the country to address another problem.
- (B) It started in China and has been spreading all over the world since December 2019.
- (C) Some people worry that as more schools close their doors, more children will go hungry.
- (D) Social distancing is essentially staying away from crowds and crowded spaces to prevent the spread of a disease.

2 Read the paragraph from the section "Access To Food."

The Centers for Disease Control and Prevention (CDC) is the U.S. health agency. The CDC issued temporary advice in response to the coronavirus. It suggested that schools consider ways to distribute food, such as offering "grab-and-go" bagged lunches or meal delivery, to avoid having students gather in groups.

What conclusion is BEST supported by the paragraph above?

- (A) The CDC thinks that "grab-and-go" bagged lunches are a safe way to get school lunches to students.
- (B) The CDC thinks that meal delivery is more efficient than "grab-and-go" bagged lunches.
- (C) The CDC suggests that students come together in large groups in order to get their school lunches quickly.
- (D) The CDC suggests that schools should end their "grab-and-go" bagged lunch programs immediately.

3 Why is congregate feeding now a problem for school meal programs?

- (A) because congregate feeding only happens during the summer for most school meal programs
- (B) because congregate feeding takes longer to do than "grab-and-go" programs and meal deliveries
- (C) because people fear that there will not be enough demand for school lunches with schools shut down
- (D) because people are trying to avoid large group settings in order to limit the spread of coronavirus

4 How did the United Way affect the school district in Fremont, Nebraska?

- (A) It is the reason why the school district was forced to shut down its schools.
- (B) It is the reason why the school district was able to provide congregate feeding.
- (C) It is helping the school district to hand out meals to students after schools were shut down.
- (D) It is helping the school district to deliver meals to the students homes in a safe way.

Name: _____ Class: _____

Stress for Success

Psychologists help anxious teens put their worries to good use

By Alison Pearce Stevens
2015

Everyone experiences stress — but is it always something that just weighs us down? In this article, Science News for Students explores the ways that stress can be both harmful and helpful in our daily lives. As you read, take note of the different functions of stress. How can we learn to manage our stress, and in some cases, even allow it to help us?

- [1] A pounding heart. Tense muscles. Sweat-beaded forehead. The sight of a coiled snake or a deep chasm¹ might trigger such stress responses. These physical reactions signal that the body is prepared to deal with a life-threatening situation.



"Dangerous Risk Adrenaline Suicide by Fear of Falling" by epSos.de is licensed under CC BY 2.0.

Many people, however, respond this way to things that cannot actually hurt them. Sitting down to take a test, for example, or walking into a party won't kill you. Still, these kinds of situations can trigger a stress response that's every bit as real as those provoked by, say, staring down a lion. What's more, some people can experience such reactions simply by *thinking* about non-threatening events.

The uneasiness we feel when we think about, anticipate or plan for non-threatening events is called *anxiety*. Everyone experiences some anxiety. It's perfectly normal to feel butterflies in your belly before standing up in front of the class. For some people, however, anxiety can become so overwhelming, they start to skip school or stop going out with friends. They even can become physically ill.

The good news: Anxiety experts have a number of techniques to help people control such overwhelming feelings. Even better, new research suggests that viewing stress as beneficial not only can reduce anxious feelings, but also help us to improve our performance on challenging tasks.

Why We Worry

- [5] Anxiety is related to fear. Fear is the emotion we feel when we are faced with something dangerous, whether real or not. Information from any of the five senses — or even just our imagination — can trigger fear, explains Debra Hope. She is a psychologist who specializes in anxiety at the University of Nebraska in Lincoln.

1. **Chasm** (*noun*): a deep crack or gap in the ground

Fear is what kept our ancestors alive when a rustle in the bushes turned out to be a lion. Talk about a useful emotion! Without fear, we wouldn't even be here today. That is because as soon as the brain detects danger, it starts a cascade of chemical reactions, Hope explains. Nerve cells, also known as neurons, start signaling to each other. The brain releases hormones — chemicals that regulate bodily activities. These particular hormones ready the body to either fight or flee. That's the evolutionary purpose of the stress response.

That fight-or-flight response is how the body prepares to deal with the threat at hand. And it triggers some major changes in *physiology*, or how the body functions. For instance, blood is shunted away from the fingers, toes and digestive system. That blood then rushes to large muscles in the arms and legs. There, the blood provides the oxygen and nutrients needed to sustain a fight or to beat a hasty² retreat.

Sometimes we don't know if a threat is real. For example, that rustle in the bushes might just be a breeze. Regardless, our bodies don't take chances. It's much more prudent³ to get ready to confront or to flee a perceived threat than to assume all is well and do nothing. Our ancestors survived precisely because they did react, even when threats sometimes didn't turn out to be real. As a result, evolution has primed⁴ us to be hyper-responsive to certain situations. That tendency to react to things means that our bodies are doing their jobs. That's a good thing.

The flip side of the coin, however, is that we can experience fear even when there's nothing to be afraid of. In fact, this often happens *before* a triggering event even occurs. This is called anxiety. Think of fear as a response to something as it is happening. Anxiety, on the other hand, comes with the anticipation of something that may (or may not) happen.

[10] Whether fearful or anxious, the body responds similarly, explains Hope. We become more alert. Our muscles tense. Our hearts beat faster. In a real life-threatening situation, we would either run away or stand and fight. Anxiety, however, is all about anticipation. There is no actual fight or flight to release us from the strange things happening inside our bodies. So the hormones and brain-signaling compounds (*neurotransmitters*) that our bodies release don't get cleared away.

That ongoing response can lead to lightheadedness, as our brains are denied the oxygen that's been sent to our muscles. These reactions also can lead to a stomachache, as our food sits, undigested, in our bellies. And for some, anxiety can lead to a paralyzing inability to deal with life's stresses.

Reducing a mountain to a molehill

People suffering from overwhelming feelings of anxiety have what's called an anxiety disorder. This broad term includes seven different types. The three disorders that most often affect kids and teens are separation anxiety, social anxiety and obsessive-compulsive disorder, or OCD.

2. **Hasty** (*adjective*): quick or hurried
3. **Prudent** (*adjective*): wise and careful in one's actions
4. **Prime** (*verb*): to prepare someone to do something

Separation anxiety most commonly occurs in elementary-aged kids. That makes sense. This is when many children first leave behind their parents and head off to school for much of the day. By high school, social anxiety — which centers on being accepted by others — may take over. This can include worries about saying and doing the right things, dressing the right way, or otherwise behaving in an “acceptable” manner.

OCD is a two-part behavior. Obsessions are unwanted thoughts that keep coming back. Compulsions are actions performed over and over to try to make those obsessive thoughts go away. Someone who washes his hands for five minutes after touching anything that might have germs would have OCD. This condition tends to first emerge around age 9 (although it may not appear until closer to 19).

- [15] If you see yourself in this story, take heart: 10 to 12 percent of all kids experience anxiety disorders, says Lynn Miller. She is a psychologist specializing in anxiety disorders at Canada’s University of British Columbia, in Vancouver. If that percentage comes as a surprise, that’s probably because kids with anxiety disorders tend to be people-pleasers, Miller says. They also don’t willingly share their worries with others. The good news: Those kids often have above-average intelligence. They anticipate the future and work hard toward goals. They also tap into their natural tendency to scan the environment and search for danger, Miller explains. That is what causes them to make mountains out of molehills.

Miller works with kids of all ages to help them deal with overwhelming feelings of anxiety. She teaches those children how to deal with such feelings. Even if you don’t suffer from an anxiety disorder, keep reading. We all can benefit from a bit more calm in our lives, Miller says.

She recommends starting by breathing deeply and relaxing your muscles, group by group. Deep breathing restores oxygen to the brain. This allows the brain to clear the neurotransmitters that were released when the body turned on its stress response. That lets you think clearly again. At the same time, focusing on relaxation helps unclench muscles poised to fight or flee. This can prevent muscle cramps, headaches and even stomachaches.

Now figure out what triggered your uneasiness in the first place. Once you’ve identified its source, you can work on changing negative thoughts into more productive ones. Thinking it will be okay if an assignment isn’t done perfectly, for example, can help overcome fears of not doing well enough (which might otherwise lead to doing nothing at all).

Miller also recommends facing fears in small doses. Someone afraid of public speaking, for example, should prepare for a class presentation by first practicing in front of a mirror. Then in front of the family pet. Then a trusted family member, and so on. By gradually increasing our exposure to a situation that sparks anxiety, we can train our brains to recognize the situation as non-threatening.

- [20] Finally, know when triggers are most likely to pop up. For many students, Sunday night is tough, with a whole new week of school to face the next morning. During such times, it is particularly important to use breathing and relaxation techniques, Miller says.

Mental turnabout

Coping techniques can help overcome the anxiety created by a stressful situation. What’s more: Changing how we look at stress might actually help our bodies, minds and behavior.

Alia Crum is a psychologist at Stanford University in Palo Alto, Calif. Stress is typically viewed as unhealthy, she says. That's because we have been taught that stress causes all kinds of physical problems, ranging from high blood pressure to depression.⁵

But stress isn't necessarily bad, Crum says. In fact, the stress response comes with some benefits. It allows us to ignore distractions so that we can focus on the task at hand. We even can exhibit greater-than-normal strength. The physiological response to a life-threatening situation has allowed people to lift cars in order to free people trapped underneath.

Crum's research suggests that our bodies respond to stressful situations the way we expect them to. If we think stress is bad, we suffer. If we think stress can be a good thing — that it can actually enhance, or improve, our performance — we tend to rise to the challenge. In other words, what Crum calls *mindset* — our belief about a situation — matters.

[25] To find out how mindset influences stress levels, Crum studied a group of college students. She started by having them answer a questionnaire to determine their stress mindset early in the class. The questions asked if they believed stress should be avoided. Or whether they felt stress helped them learn.

On a later date, the students swiped the insides of their mouths with cotton swabs to collect saliva. Saliva contains a stress hormone called *cortisol*. This hormone floods the body when the fight-or-flight response kicks in. The swabs allowed Crum to measure each student's level of stress.

Then came the stressor: Students were asked to prepare a presentation. The class was told that five people would be selected to give their presentations to the rest of the class. Because many people find public speaking extremely stressful, this triggered a stress response in the students. During the class, students again swabbed their mouths to collect cortisol. They also were asked whether they would want feedback on their performance, should they be among the five chosen to present.

In the end, students who had a stress-is-enhancing mindset (based on the results of the questionnaire they had answered earlier) showed a shift in cortisol levels. Cortisol went up in students who didn't have much to begin with. It went down in students who had a lot. Both changes put the students at a "peak" level of stress, explains Crum. That is, the students were stressed enough to help them perform better, but not so much that it put them into fight-or-flight mode. Students who had a stress-is-debilitating⁶ mindset did not experience such cortisol changes. The stress-is-enhancing students also were most likely to ask for feedback — a behavior that further improves performance.

How can people shift into a stress-is-enhancing mindset? Start by recognizing that stress can be useful. "We only stress about what we care about," Crum says. She points out that achieving goals necessarily involves stressful moments. If we know that stress is coming, then we can see it for what it is: part of the process of growth and accomplishment.

5. Depression is a mental illness characterized by persistent sadness, apathy, and a number of other symptoms. When someone develops depression, these symptoms can last for years and often harm the individual's ability to perform daily tasks, such as sleeping, eating, pursuing hobbies, and interacting with others.

6. **Debilitate** (*verb*): to weaken or make feeble

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. In your own words, summarize the central ideas of this article: [RI.2]

2. PART A: As it is used in paragraph 7, the word “shunted” most closely means... [RI.4]
 - A. Spilled
 - B. Supported
 - C. Bumped
 - D. Transported

3. PART B: Which phrase from the text best provides support for your answer to Part A? [RI.1]
 - A. "triggers some major changes"
 - B. "then rushes to"
 - C. "provides the oxygen and nutrients"
 - D. "sustain a fight"

4. PART A: Which of the following best states the central idea of the section titled “Why We Worry”? [RI.2]
 - A. Fear helped our ancestors avoid attacks by triggering a fight-or-flight response.
 - B. When we are afraid or anxious, our bodies go through a series of responses including tense muscles and a faster heartbeat.
 - C. While fear can be a useful in protecting us against danger, anxiety is not always helpful.
 - D. Anxiety disorders can cause serious health problems.

5. PART B: Which paragraph best supports your answer to Part A? [RI.1]
 - A. Paragraph 6
 - B. Paragraph 9
 - C. Paragraph 10
 - D. Paragraph 11

6. Which statement best describes how paragraph 15 contributes to the overall article? [RI.5]
- A. It emphasizes that anxiety disorders are not uncommon among young people.
 - B. It provides statistics about the percentage of people with anxiety disorders that have above-average intelligence.
 - C. It claims that young people who suffer from anxiety are more likely to be successful in life.
 - D. It suggests that anxiety disorders affect young people more negatively than adults.
7. PART A: In the section titled "Reducing a mountain to a molehill" the author makes the claim that steps can be taken to reduce anxiety. Select the main strategy used in this section to develop this claim. [RI.3] [RI.2]
- A. The author explains a problem and then presents solutions.
 - B. The author details the cause and effect of an event or action.
 - C. The author shares important events or actions in their order of importance.
 - D. The author presents a detailed list of problems.
8. PART B: Select three pieces of evidence that support the answer to Part A. [RI.1]
- A. "People suffering from overwhelming feelings of anxiety have what's called an anxiety disorder."
 - B. "This broad term [anxiety disorders] includes seven different types."
 - C. "[Kids with anxiety disorders] anticipate the future and work hard toward goals. They also tap into their natural tendency to scan the environment and search for danger, Miller explains."
 - D. "She recommends starting by breathing deeply and relaxing your muscles, group by group."
 - E. "[Deep breathing] allows the brain to clear the neurotransmitters that were released when the body turned on its stress response."
 - F. "Miller also recommends facing fears in small doses."
 - G. "For many students, Sunday night is tough, with a whole new week of school to face the next morning."
9. Record a piece of evidence from the passage that supports the idea that stress is not always harmful. [RI.1]

10. What is the author's main purpose in the article "Stress for Success"? [RI.6]

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. What are some of the causes of stress mentioned in the article? What other events – both dangerous and non-dangerous – cause stress in the daily lives of young people?
2. What are some situations in which stress or fear could be a positive thing? Use evidence from this text, your own experience, and other news, literature, art or history in your response.
3. What are some situations in which stress or fear is a negative thing? Use evidence from this text, your own experience, and other news, literature, art or history in your response.
4. In the context of this article, how does fear drive action?

Name: _____ Class: _____

Fear Prompts Teens to Act Impulsively

Brain activity may help explain why crime peaks during teen years

By Laura Sanders
2013

Teenagers often face the stereotype of being rebellious and impulsive. But can science prove this? A 2013 study suggests that teenagers are impulsive and do not have control of their behavior. This could be a part of their neurological development. As you read the article, take notes on new explanations of teen behavior.

[1] A threatened teen may not back down. One reason: The teenage brain appears to undergo a rewiring that can prompt this response to fear. That's the finding of new research presented at a meeting on November 10, 2013. Its authors say their findings may help explain why criminal activity peaks during the teen years.



"Teenage Angst Has Paid Off Well" by Jesse Millan is licensed under CC BY 2.0.

They reported their observations in San Diego at the Society for Neuroscience meeting. (Neuroscience deals with the structure or function of the brain and other parts of the nervous system.)

Kristina Caudle of Weill Cornell Medical College in New York City and her co-workers tested impulse control¹ in 83 people. This is an ability to overcome our emotions so that we don't react in ways we shouldn't. The test volunteers ranged in age from 6 to 29. Caudle's team asked each to press a button when a photo of a happy face quickly flashed onto a computer screen. The scientists said not to press the button when a threatening face showed up.

People between the ages of 13 and 17 were more likely than at any other age to push the button when shown a face with a threatening expression. This reaction was viewed as evidence of poor impulse control.

[5] The scientists wanted some idea of what was happening in the volunteers' brains during the tests. So they performed brain scans² using what is known as functional magnetic resonance imaging.³ These scans showed that when people looked at the faces, activity sometimes increased in a brain area called the orbital frontal cortex. In fact, it only increased when someone successfully avoided pushing the button. That suggests this part of the brain helps curb the impulse to react inappropriately, Caudle reported.

1. "Impulse control" refers to the ability to overcome human emotions so that people don't react in ways they know are inappropriate. This behavior can be controlled in part by the brain. Such control may keep people who are angry or hurt from rising to violence or lashing back with hurtful comments.
2. A brain scan involves the use of an imaging technology, typically using X rays or a magnetic resonance imaging (or MRI) machine, to view structures inside the brain. With MRI technology — especially the type known as functional MRI (or fMRI) — the activity of different brain regions can be viewed during an event, such as viewing pictures, computing sums or listening to music.

Her team doesn't know why younger children don't show the same poor impulse control when viewing a threatening face. More studies could determine how parts of the brain that control behavior grow and change during the teen years, Caudle said.

Her team's finding also may help explain recent trends in teen fighting. Roughly five out of every 100 teen girls in the United States — and twice as many boys — report experiencing serious violence, a recent study found. It linked that violence to drops in IQ.⁴ If confirmed, latest data would suggest parents and schools should realize how vulnerable teens are to behaviors that might pose harm to their still-developing brains.

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3. Functional Magnetic Resonance Imaging (fMRI) is a special type of brain scan used to study brain activity. It uses a strong magnetic field to monitor blood flow in the brain. Tracking the movement of blood can tell researchers which brain regions are active.
 4. "IQ" stands for Intelligence Quotient: A score derived from one of several standardized tests designed to assess human intelligence.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Part A. Which of the following best describes the central idea of the text? [RI.2]
 - A. Teenagers are more impulsive than adults and small children because their brains process information quicker than any other age group.
 - B. Teenagers are impulsive when faced with a threatening situation because they have not learned how to avoid dangerous situations.
 - C. Teenage boys are more likely to act violently because they are more impulsive than girls because they do not respect their peers.
 - D. Teenagers are more likely to act impulsively when faced with a threatening situation because of the way their brains develop over time.

2. Part B. Which of the following quotes best supports your answer to Part A? [RI.1]
 - A. "A threatened teen may not back down. One reason: The teenage brain appears to undergo a rewiring that can prompt this response to fear." (Paragraph 1)
 - B. "These scans showed that when people looked at the faces, activity sometimes increased in a brain area called the orbital frontal cortex." (Paragraph 5)
 - C. "More studies could determine how parts of the brain that control behavior grow and change during the teen years, Caudle said." (Paragraph 6)
 - D. "Roughly five out of every 100 teen girls in the United States — and twice as many boys — report experiencing serious violence, a recent study found." (Paragraph 7)

3. PART A: As it is used in paragraph 5, the word "curb" most closely means: [RI.4]
 - A. edge
 - B. push
 - C. reduce
 - D. allow

4. PART B: Which detail from the paragraph provides the best clue to the meaning of the word "curb" as it is used in this context? [RI.1]
 - A. "increased"
 - B. "successfully avoided"
 - C. "pushing the button"
 - D. "react inappropriately"

5. How does paragraph 7 contribute to the development of ideas in the text? [RI.5]
