



ELA GRADE 8

SPRING BREAK LEARNING

MARCH 10-14

2025

**The Office of
Literacy**

MEMPHIS-SHELBY COUNTY SCHOOLS OFFERS EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES WITHOUT REGARD TO RACE, COLOR, RELIGION, SEX, CREED, AGE, DISABILITY, NATIONAL ORIGIN, OR GENETIC INFORMATION.

Spring Break Learning Guide



STUDENT RESOURCES

The materials contained in this packet provide students with additional practice reading, speaking, listening, and writing about text. Students can return the completed packet to their teacher for review.



MyPerspectives

Texts and Tasks

What Matters



Sometimes standing up means refusing to back down.



Philippe Petit

Discuss It Why is volunteering, engaging in sports and hobbies, and pursuing personal dreams so fulfilling? Write your response before sharing your ideas.



THREE CHEERS FOR THE NANNY STATE

Comparing Texts

You will now read “Ban the Ban!” and “Soda’s a Problem but. . . .” First, complete the first-read and close-read activities. Then, compare the arguments in these opinion pieces with the argument in “Three Cheers for the Nanny State.”



• BAN THE BAN!
• SODA’S A PROBLEM BUT...

About the Authors SidneyAnne Stone

is a freelance writer, entrepreneur, marathoner, breast cancer survivor, and activist. She is currently working on her first novel and documentary.

Karin Klein has won awards for her editorial and environmental writing. She attended Wellesley College and the University of California—Berkeley, and she is now an adjunct professor at Chapman University in Orange, California.

Tool Kit

First-Read Guide and Model Annotation

STANDARDS

Reading Informational Text 8.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Ban the Ban!

Soda’s a Problem but...

Concept Vocabulary

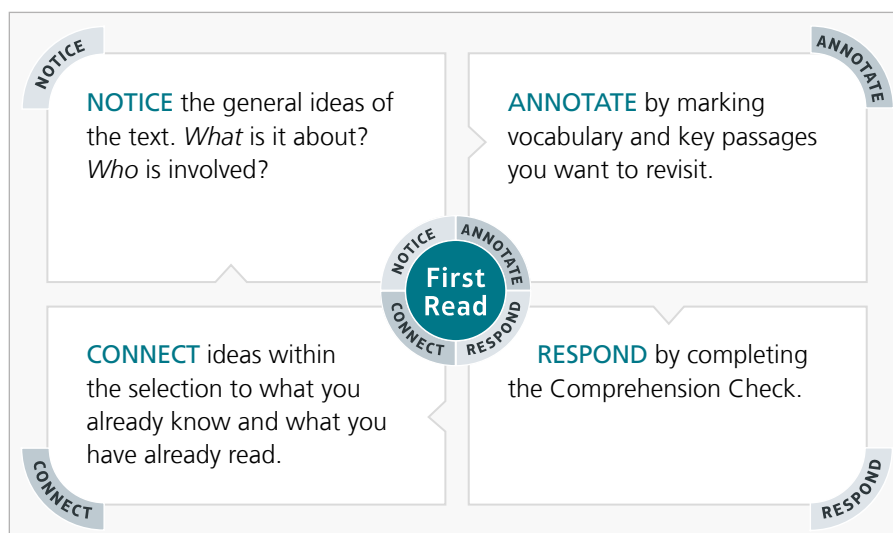
You will encounter these words as you read. Before reading, note how familiar you are with each word. Then, rank the words from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
implemented	
mandates	
intervene	
intentions	
dictate	
exemption	

After completing the first read, come back to the concept vocabulary and review your rankings. Mark changes to your original rankings as needed.

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



Ban the Ban! SidneyAnne Stone

Soda's a Problem but . . .

Karin Klein

BACKGROUND In 2012, New York City's Mayor Bloomberg pushed for a law limiting soft-drink sizes as part of his focus on public health. The law won the approval of the city's Board of Health, but industry groups claimed it was illegal because it interfered with consumers' choices. A judge ruled against the law because it excluded certain businesses and did not apply to all beverages.

Ban the Ban!

- 1 When Mayor Bloomberg **implemented** laws banning smoking in bars, parks and restaurants, that made sense. Whether or not I agreed, I understood the rationale because other people's health would inadvertently be impacted by the smoke. When he insisted on calorie counts being posted, I think many of us cringed but, again, it made sense. If you want to know how many calories something is before you indulge, it is now spelled out for you. On days when you feel like being especially naughty, you just don't look and order it anyway! That's what life is all about, isn't it? Choices. Informed decisions. I respect being given information that enables me to make an informed decision. What I do not respect is having my civil liberties stripped away.
- 2 When you take away the option to order a soda over a certain size, you have now removed my options. I no longer have a choice. That is not what this country is all about. I agree wholeheartedly that obesity is an issue that needs to be addressed. It is one that needs to be addressed with education, compassion and support, not government **mandates**. If, despite all those efforts, someone chooses to have a sugary drink anyway, that is their choice and their right. If they know all the facts and they do it anyway, that is a personal choice. It is not the place of our elected officials to **intervene**.
- 3 We cannot allow our government to make these kinds of decisions for us. I have said it before and I will say it again, once you allow the government to make choices on your behalf, it becomes a very slippery slope. I, personally, feel that it goes against everything this country stands for—we are a country built on freedom. That includes basic freedoms like what you are going to drink while watching a movie, and eating what will soon be un-buttered and un-salted popcorn, according to Mayor Bloomberg. Remember the days when New York was a really cool and fun place

NOTES

implemented (IHM pluh mehnt ihd) *v.* carried out; put into effect

mandates (MAN dayts) *n.* orders or commands

intervene (ihn tuhr VEEN) *v.* interfere with; take action to try to stop a dispute or conflict

NOTES

CLOSE READ

ANNOTATE: Mark the term in the fourth sentence of paragraph 4 that the author repeats.

QUESTION: Why do you think the author repeats this term?

CONCLUDE: What effect does this repetition have on the reader?

intentions (ihn TEHN shuhnz) *n.* purposes for or goals of one's actions

dictate (DIHK tayt) *v.* give orders to control or influence something

exemption (ehg ZEHMP shuhn) *n.* permission not to do or pay for something that others are required to do or pay

to live? Me too. Now a simple thing like going to the movies has even lost its “flavor.”

- 4 The people of New York need to show our mayor that money can't buy him everything. He says he's going to “fight back” to get this pushed through. Well, it is our responsibility to fight back too. People might think it is not important because it is just soda but it is so much more than that—it is about freedom and the freedom to make your own decisions about what you do and what you put into your bodies. It started with soda and he has already moved on to salt. What is going to be next? If you're reading this and you are not a New Yorker, don't think you are not going to be affected. You will! It starts here and it will spread throughout the nation. I hope you will all start to speak up about this issue or, before you know it, it won't be the “land of the free and home of the brave” anymore. One day in the not too distant future we are all going to wake up in the land of “Big Brother”¹ with a list of things we can and cannot do, eat, drink, say, and so on, and we'll be wondering how we got there. Well, this is how. 🐼

Soda's a Problem but . . .

- 1 The **intentions** of New York Mayor Michael R. Bloomberg may be laudable, but it's wrong for one man, even an elected official and even a well-meaning one at that, to **dictate** to people how big a cup of sugary soda they're allowed.
- 2 Not that I have tremendous regard for soda. It's bad for you, especially in large quantities. The evidence against it mounts on a semi-regular basis. But the mayor's initiative goes further than something like a soda tax, which might aim to discourage people from purchasing something by making it cost a bit more but leaves the decision in their hands. Bloomberg is playing nanny in the worst sort of way by interfering in a basic, private transaction involving a perfectly legal substance. In restaurants and other establishments overseen by the city's health inspectors, it would have been illegal to sell a serving of most sugary drinks (except fruit juice; I always wonder about that **exemption**, considering the sugar calories in apple juice) that's more than 16 ounces.
- 3 Convenience stores such as 7-Eleven are overseen by the state and would be exempt, but a Burger King across the street would be restricted. A pizza restaurant would not be able to sell a 2-liter bottle of soda that would be shared out among the children at a birthday party. But they could all have a 16-ounce cup. The inherent contradictions that make it easy to sneer at such rules have been well-reported and were a good part of why earlier this week a judge stopped the new rules from being implemented. But he also pointed out a deeper problem: Bloomberg essentially made this decision himself. It was approved by the Board of Health, but that's a board of the administration, appointed by the mayor. That was an overreach that thwarted the system of checks and balances,

1. **the land of “Big Brother”** place in which the government or another organization exercises total control over people's lives; the term *Big Brother* was coined by George Orwell in his famous dystopian novel, *1984*.

according to the judge: The separately elected City Council would have to approve the law.

- 4 That still leaves the question of whether governments or their leaders can begin dictating the look of an individual’s meal, the portion sizes for each aspect. There are times when government has to step in on obviously dangerous situations—especially those, such as smoking, that affect people other than the person whose behavior would be curbed—but it’s my belief that we want to scrutinize them carefully and keep them to a minimum. For that matter, it’s not as though the mayor is moving to limit sales of tobacco to two cigarettes per transaction.
- 5 Not that government has to aid and abet the situation. Schools don’t have to sell junk foods, and, thankfully, after years of sacrificing their students’ health to their desire to raise more money, most of them have stopped allowing vending machines stocked with sodas. Governments are under no obligation to sell such stuff in park or pool vending machines or in their offices. In such cases, government is simply the vendor making a decision about what it wants to sell.
- 6 I don’t buy the argument that people are helpless in the face of sugar and that it’s better to have the government rather than the corporations dictate their behaviors. If people are so helpless against soda, the mayor’s edict would be even more meaningless because people would simply buy two 16-ounce cups. But people are not helpless, and it’s worrisome to promote a philosophy that infantilizes the individual. The public is simply ill-informed. It takes a while for people to become aware, but they do and they react. Soda consumption already is slipping nationwide.
- 7 Let’s not forget that scientists and even governments have at times pushed people—with better intentions than food corporations, certainly—into eating high levels of refined carbohydrates and sugars by sending out word that the only thing that really matters when it comes to obesity is to eat a very low-fat diet. 🍌

NOTES

CLOSE READ

ANNOTATE: Mark the text in paragraph 4 in which the author makes exceptions to her claims.

QUESTION: Why might the author have chosen to include this information, which does not support her argument?

CONCLUDE: What effect does the author’s inclusion of this information have on the reader?

Comprehension Check

Complete the following items after you finish your first review.

1. Who is Michael Bloomberg?
2. According to the author of “Ban the Ban!,” what is “life all about”?
3. What does the author of “Soda’s a Problem but...” think of the argument that “people are helpless in the face of sugar”?

RESEARCH

Research to Explore

Formulate a research question that you might use to find out more about other issues that relate to the concept of the “nanny state.”



BAN THE BAN! | SODA'S A PROBLEM BUT . . .

Close Read the Text

1. This model from paragraph 6 of "Soda's a Problem but..." shows two sample annotations along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

ANNOTATE: The author repeats the word *helpless*. She also uses a negative word that suggests people are being treated like babies (infants).

QUESTION: Why does the author stress the idea of helplessness?

CONCLUDE: She stresses this idea to engage readers' emotions. Adults do not want to be treated like helpless infants.

ANNOTATE: The author considers a premise, but then rejects it.

QUESTION: Why does the author structure her idea in this way?

CONCLUDE: This structure shows that the author considered another point of view, but found it unconvincing.

If people are so **helpless** against soda, the mayor's edict would be even more meaningless because people would simply buy two 16-ounce cups. **But people are not helpless**, and it's worrisome to promote a philosophy that **infantilizes** the individual.

Tool Kit

Close-Read Guide and Model Annotation

STANDARDS

Reading Informational Text
8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

8.RI.IKI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.

8.RI.IKI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Language

8.L.CSE.1.a When reading or listening, analyze the use of phrases and clauses within a larger text.

2. For more practice, go back into the text, and complete the close-read notes.
3. Revisit a section of the text you found important during your first read. Read this section closely, and **annotate** what you notice. Ask yourself **questions** such as "Why did the author make this choice?" What can you **conclude**?

Analyze the Text

CITE TEXTUAL EVIDENCE
to support your answers.

Notebook Respond to these questions.

1. **(a) Make Inferences** In paragraph 3 of "Ban the Ban!," what does the author mean by the phrase "a very slippery slope"?
(b) Support Which details in the text support your thinking?
2. **(a)** According to the author of "Soda's a Problem but...", why did the judge stop the soda ban from being put into effect?
(b) Connect What "inherent contradictions" in the soda ban does the author believe the judge's opinion reflects?
3. **(a)** How does the author of "Soda's a Problem but..." view the public?
(b) Make a Judgment Do you agree with her assessment of "the public"? Why or why not?
4. **Essential Question: *When is it right to take a stand?*** What have you learned about taking a stand from reading these opinion pieces?


Analyze Craft and Structure

Conflicting Arguments In an **argument**, an author presents a **claim**, or position, about a debatable topic. He or she then explains reasons for taking that position, and uses evidence to show why the reasons are sound. Strong arguments rely on facts. Weak arguments may express the author’s opinions but not use facts to support them. Weak arguments may also have poor reasoning or rely too heavily on exciting readers’ emotions. Some types of poor reasoning or over-reliance on emotions are called **logical fallacies**. Common logical fallacies include the following:

- An **overgeneralization** is a conclusion that overstates the facts. A statement that includes words such as *always*, *never*, *everything*, or *only* may be an overgeneralization.
- A **slippery slope** assumes that if A happens then B, C, D, . . . X, Y, Z are inevitable. This fallacy says that event A, which might be minor, is the same as event Z, which might be terrible. If you do not want Z to occur, you must prevent A from occurring, too. The idea that such a chain of events will definitely happen may simply be untrue.

Although two authors might express the same position, they may not present it in the same way. Authors arguing similar positions may offer different reasons and evidence. One may use facts and sound reasoning, whereas another may use few or no facts and logical fallacies.

Practice

 **Notebook** Answer the following questions.

1. What position on the question of the soda ban do both authors express?
2. (a) Identify one fact about Mayor Bloomberg and the soda ban that both authors cite. (b) Note one fact that appears in one piece, but not in the other.
3. Consider this statement from paragraph 3 of “Ban the Ban!”:
“Remember the days when New York was a really cool and fun place to live? Me too. Now a simple thing like going to the movies has even lost its ‘flavor.’” In what ways is this statement an example of overgeneralization?
4. In the last paragraph of “Ban the Ban!” explain how the sentence “What is going to be next?” introduces the logical fallacy of slippery slope.
5. Which author presents a more convincing argument? Explain your thinking.

CITE TEXTUAL EVIDENCE
to support your answers.



BAN THE BAN! | SODA'S A PROBLEM BUT . . .

Concept Vocabulary

implemented

mandates

intervene

intentions

dictate

exemption

Why These Words? The concept vocabulary words help the authors discuss the rules, laws, and regulations involved in the soda-ban debate. In “Ban the Ban!,” the author feels that it is not the government’s place to *intervene* with an individual’s personal choice. In other words, she feels that elected officials should not make laws that interfere with an individual’s right to make his or her own decisions.

1. How does the concept vocabulary clarify your understanding of the issues presented in the opinion pieces?
2. What other words in the opinion pieces connect to the concept of rules, laws, and regulations?

Practice

Correctly complete the following sentences using a concept vocabulary word.

1. Roberto’s repeated efforts to help shows that he has good _____.
2. My school _____ a new dress code this year that requires all students to wear uniforms.
3. Some large companies receive a tax _____ when they move to a rural area in the hope that they will improve the local economy.
4. New local _____ require that all dogs be on leashes in public places.
5. The doctor felt it was necessary to _____ when he saw a patient being given the wrong treatment.
6. The new community council will _____ the terms and conditions of the new development.

Word Study

Notebook Latin Prefix: ex- The Latin prefix *ex-* means “out” or “out from within.” In “Soda’s a Problem but...,” the author is curious about the reasons sales of fruit juices are given an *exemption* from the 16-ounce cap on soda sizes. Sellers of juice receive an *exemption* because the new rules do not apply to them—they are left “out” of the new laws. Explain how the prefix *ex-* contributes to the meaning of each of the following words: *exhale*, *explore*, *exceptional*, *excommunicate*.

WORD NETWORK

Add words related to taking a stand from the text to your Word Network.

STANDARDS

Language

8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.

- c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.

8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.

- b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

Conventions


Basic Sentence Structures Good writers use a variety of sentence structures to make their writing smoother and more interesting to the reader. **Sentence structure** is defined by the types of **clauses** in a sentence. An **independent clause** forms a complete thought or a stand-alone sentence. A **dependent clause** is an incomplete thought that modifies the independent clause. The four basic sentence structures are shown in the chart. Independent clauses are shown in bold. Dependent clauses are underlined.

SENTENCE STRUCTURE	EXAMPLE
A simple sentence has a single independent clause with at least one subject and verb.	The author opposes the new law.
A compound sentence consists of two or more independent clauses joined either by a comma and a conjunction or by a semicolon.	The author opposes the new law, but many people support it.
A complex sentence consists of an independent clause and one or more dependent clauses.	The author opposes the new law, <u>which bans sales of large-size sweet drinks.</u>
A compound-complex sentence consists of two or more independent clauses and one or more dependent clauses.	The author opposes the new law, <u>which bans sales of large-size sweet drinks,</u> but many people support it.

Read It

- Identify the type of sentence represented in each lettered item.
 - If you want to know how many calories something is before you indulge, it is now spelled out for you.
 - Soda consumption already is slipping nationwide.
 - It takes a while for people to become aware, but they do and they react.
- Reread the first four sentences in paragraph 1 of “Ban the Ban!” Identify the type of sentence each one represents.

Write It

 **Notebook** Add one or more clauses to this simple sentence to form the type of sentence indicated in each numbered item: *Sugary drinks are unhealthy.*

- Compound sentence
- Complex sentence
- Compound-complex sentence

STANDARDS

Language
8.L.CSE.1.a When reading or listening, analyze the use of phrases and clauses within a larger text.
8.L.CSE.1.c When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.

Name:	Date:
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Ban the Ban!

SidneyAnne Stone

Soda's a Problem but ...

Karin Klein

DIRECTIONS: Complete the following items after you have read the text.

1. (a) Analyze the structure of a paragraph.

Briefly describe the structure of paragraph 1 of “Ban the Ban!” by explaining how the ideas in the paragraph are related, or connected, to one another.

(b) Analyze the role of particular sentences.

In which sentence of paragraph 1 does the author state her main point?
What effect does she achieve by placing that sentence where she does?

2. Determine figurative meanings.

In paragraph 3 of “Ban the Ban!” the author says that to “allow the government to make choices on your behalf” becomes a “very slippery slope.” What is the plain, or exact, meaning of the phrase “very slippery slope”? How does this phrase help the author make her point?



3. (a) Cite textual evidence that supports what the text says explicitly.

Reread paragraph 3 of “Soda’s a Problem but... .” What does the paragraph say about the legal status of the soda ban? Cite evidence in the text that supports this conclusion.

(b) Cite textual evidence that supports an inference drawn from the text.

What inference can you draw from paragraph 3 about the possibility that the mayor could overcome the court’s concerns about the soda ban? Cite evidence in the text that supports this inference.

4. (a) Determine the author’s point of view.

What main opinion does the author of “Soda’s a Problem but ...” have of the soda ban?

(b) Analyze the author’s response to a conflicting viewpoint.

Identify one place in which the author of “Soda’s a Problem but ...” acknowledges a viewpoint that conflicts with her own view of the soda ban. Then, explain the author’s response to this conflicting viewpoint and describe the evidence she uses.



EXTENDED-RESPONSE ACTIVITY Author's Argument

DIRECTIONS: Complete the following activity as either a written response or a group discussion.

5. Compare and contrast the arguments against the soda ban made in “Ban the Ban!” or “Soda’s a Problem but” Explain what is similar about the viewpoints. Also, explain differences in the way the authors support their viewpoint, and evaluate the effectiveness of each author’s argument.

Use these guidelines in your writing or discussion.

- Make a general statement about the shared viewpoint of the soda ban expressed in “Ban the Ban!” and “Soda’s a Problem but”
- Explain how the authors of the two texts support their viewpoint. Which author relies mainly on emotional appeals? Which author relies on examples of flaws or contradictions in the soda ban law?
- Evaluate the effectiveness of the two arguments.
- Cite details from the texts to support the points you make.

TIP FOR WRITTEN RESPONSE

Use transition words and phrases such as *similarly*, *on the other hand*, and *in contrast* to show similarities and differences in the two texts.

TIP FOR DISCUSSION

Ask for evidence of one another’s claims or statements. For example, say “What makes you think so?” or “What evidence can you cite for that?”



COMPARE Interpretation

DIRECTIONS: Complete the following question if you have also read “Three Cheers for the Nanny State.”

6. Identify how texts disagree on matters of interpretation.

What is the viewpoint of the authors of “Ban the Ban!” and “Soda’s a Problem but ...” on the effects of the soda ban on personal choice? How is their viewpoint on this issue different from the viewpoint of the author of “Three Cheers for the Nanny State”?

Name:

Date:

ANALYZE CRAFT AND STRUCTURE **CONFLICTING ARGUMENTS****Ban the Ban! / Soda's a Problem**

SidneyAnne Stone / Karin Klein

In an **argument**, an author presents a **claim**, or position, about a debatable topic. He or she then explains reasons for taking that position, and uses evidence to show why the reasons are sound. Strong arguments rely on facts. Weak arguments may express the author's opinions but not use facts to support them. Weak arguments may also have poor reasoning or rely too heavily on exciting readers' emotions. Some types of poor reasoning or over-reliance on emotions are called **logical fallacies**. Common logical fallacies include the following:

- An **overgeneralization** is a conclusion that overstates the facts. A statement that includes words such as *always*, *never*, *everything*, or *only* may be an overgeneralization.
- A **slippery slope** asserts that a relatively small first step will lead to a chain of related events resulting in some significant effect. The idea that such a chain of events will definitely happen may simply be untrue.

Although two authors might express the same position, they may not present it in the same way. Authors arguing similar positions may offer different reasons and evidence. One may use facts and sound reasoning, whereas another may use few or no facts and logical fallacies.

DIRECTIONS: Answer these questions about “Ban the Ban! / Soda’s a Problem but . . .” Use textual evidence from the articles to support your responses.

1. What basic argument or claim is the same in each of these selections?

2. What example of **overgeneralization** is used in paragraph 2 of “Ban the Ban!”

3. What is one example of **slippery slope** fallacy that the writer uses in paragraph 4 of “Ban the Ban!”

4. What evidence does the author of “Soda’s a Problem but . . .” include to support the argument?

5. Which writer provides a more convincing argument? Explain your answer.

Name:	Date:
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CONCEPT VOCABULARY AND WORD STUDY

Ban the Ban! / Soda's a Problem but . . .

SidneyAnne Stone / Karin Klein

WORD LIST

implemented	intentions	mandates	dictate	intervene	exemption
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- A. DIRECTIONS:** In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.
1. If a mayor *mandates* that all citizens be off the streets at a certain time, is he or she making a command or a request? Explain your answer. _____
 2. What is another word or phrase that can be used to describe someone who has great *intentions*? _____
 3. If a school *implemented* changes in their school's dress code, has the school carried out the changes, or have they only planned them? Explain your answer. _____
 4. If Rita tries to *dictate* how her sister Annelle spends her money, is trying to control what Annelle spends her money on? Explain your answer. _____
 5. If a person were to *intervene* during an argument between two people, is that person taking a side in the argument? Explain your answer. _____
 6. In the event of a military draft in the U.S., all male citizens age 18 and older could be drafted. There is an *exemption* for ministers and certain elected officials. Can ministers be drafted? _____

B. WORD STUDY: The Latin prefix *ex-* means "out." or "out from within" Add the prefix to create a new word. Use the new word in a sentence.

1. *ex-* + *tinct* = _____

2. *ex-* + *cept* = _____

3. *ex-* + *ert* = _____

4. *ex-* + *port* = _____

Name:

Date:

CONVENTIONS BASIC SENTENCE STRUCTURES

Ban the Ban! / Soda's a Problem

SidneyAnne Stone / Karin Klein

Sentence structure is determined by the types of **clauses** in a sentence. An **independent clause** forms a complete thought or a stand-alone sentence. A **dependent clause** is an incomplete thought.

- A **simple sentence** has a single independent clause with at least one subject and verb.
- A **compound sentence** consists of two or more independent clauses joined either by a comma and a conjunction or by a semicolon.
- A **complex sentence** consists of an independent clause and one or more dependent clauses.
- A **compound-complex** sentence consists of two or more independent clauses and one or more dependent clauses.

A. DIRECTIONS: Identify the structure of each sentence below by writing *simple*, *compound*, *complex*, or *compound-complex* on the line.

1. _____ When you take away the option to order a soda over a certain size, you have now removed my options.
2. _____ It is a problem that needs to be addressed with education, compassion and support, not government mandates.
3. _____ I have said it before and I will say it again, once you allow the government to make choices on your behalf, it becomes a very slippery slope.
4. _____ It was approved by the Board of Health, but that's a board of administration.
5. _____ It is not the place of our elected officials to intervene.

B. DIRECTIONS: Using a different sentence structure for each, write a sentence for the phrases below, and note the type of sentence structure used.

1. because it is just soda _____
2. the portion sizes for each aspect _____
3. but a Burger King across the street _____
4. If people are so helpless against soda, _____

Name:	Date:
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WRITING TO COMPARE ➔ ARGUMENTIVE ESSAY

Three Cheers for the Nanny State / Ban the Ban! / Soda’s a Problem

Sarah Conly / SidneyAnne Stone / Karin Klein

An argument essay puts forth a position or claim on a subject. Argument essays usually include:

- the author’s position or claim
- evidence to support the author’s position or claim
- clear, vivid descriptions, or loaded language
- persuasive techniques, including emotional and logical appeals, as well as anticipated objections
- rhetorical techniques, such as repetition, parallel structure, or questions

DIRECTIONS: With your group, use this chart to explore which claim from the reading selections you found most convincing, and why. As you fill in the chart, cite criteria from the list above

ARTICLE	CLAIM	SUPPORTING EVIDENCE	SUPPORTING REASONS	RESPONSE TO CONFLICTING VIEWPOINTS
Three Cheers for the Nanny State				
Ban the Ban!				
Soda’s a Problem				

Present your findings to the class. When you are presenting the ideas from each text, make sure to restate them in your own words. Choose the strongest details or evidence from each selection for each category, and explain your choices clearly.



Newsela

Reading Comprehension Practice

Sticky issue: Does the soda industry skew research on health effects?

By Los Angeles Times, adapted by Newsela staff on 11.03.16

Word Count 871

Level 1080L



Pepsi-Cola and Coca-Cola vending machines side by side in New York City in 2010. Richard B. Levine/Sipa USA/TNS

All studies about possible health effects of drinking sugar-sweetened beverages are not alike. But the reason for that may have more to do with business than science. A newly published report gives the reasons for this trend.

Let's say you read a study that finds no connection between drinking sugary drinks and health issues like obesity or diabetes. It is almost certain that the study was underwritten, or paid for, by the makers of sugar-sweetened beverages. Either that, or the study was written by researchers with financial connections to that industry.

Compare that figure with 2.9 percent. Only that tiny portion of all the studies on the subject paid for by the beverage industry tell a different story. These are the studies that find that sugary-beverage consumption is linked to higher rates of obesity, or being unhealthily overweight. It may contribute to people having diabetes.

That obvious mismatch is revealed in an examination of all experimental research studies in the last 15 years on the subject. The review of the studies was published Monday in a medical journal. It was written by a team of researchers at the University of California, San Francisco.

Bending Scientific Processes

The group's findings led them to this conclusion:

“This industry,” they wrote, meaning companies that sell sugar-sweetened beverages, “seems to be manipulating contemporary scientific processes” to create a difference of opinion so they can make more money at the expense of the public's health.

There were 60 experimental studies included in the new analysis. Of those, 26 articles failed to uncover a link between sweetened-soda drinking and either obesity or health problems caused by your body not being able to turn food into energy. The remaining 34 articles did find higher rates of those health problems and consumption of sugary drinks.

Scientific conclusions can be influenced by money, say the authors. A researcher with financial ties to an industry affected by his or her research could be nudged in one direction by a sponsor, or the group paying for the study. Researchers might simply be thinking of their sponsor's concerns. This could cause them to make many small decisions about recording facts. These decisions could skew, or shift, results unfairly.

Billions Of Dollars At Stake

“There is something about funding that leads — almost certainly unconsciously and unwittingly — to skewing studies to get the desired results,” New York University food researcher Marion Nestle said Monday. “This is not hard to do.”

The message, Nestle says is, “If you read research that favors surprising food products, ask who funded it.”

Worldwide, beverage companies sell between \$200 billion and \$800 billion worth of products a year. About 65 percent of these products are sweetened with sugar or high-fructose corn syrup. Nestle reports this in her book, “Soda Politics: Taking on Big Soda (and Winning).”

There has been a worldwide increase in obesity and diabetes. At the same time, there have been increases in consumption of soda. These companies have a large stake in the outcome of research that explores this relationship.

The American Beverage Association (ABA) issued a statement Monday. They said, “we too want a strong, healthy America,” adding, “we have a right — and a responsibility — to engage in scientific research.”

Bias Creeps In, Group Cautions

The research group considered 60 experimental studies that set out to explore whether the consumption of sugary drinks increased the number of people who suffer from unhealthy weight gain or metabolic dysfunction. Metabolic dysfunction happens when abnormal chemical reactions in the body interfere with making energy from the food you eat. It causes you to have too much or too little of some substance to be healthy. Type-2 diabetes is one such type of dysfunction. The

group ruled out studies that were funded by drink companies that do not produce sugar-sweetened beverages.

The UC San Francisco group was led by Dr. Dean Schillinger. They considered only studies that explored the link between drink consumption and metabolic problems experimentally. The studies compared the outcomes of participants who did not consume sugar-sweetened beverages with the outcomes of those who did.

In a letter published Monday, Schillinger and his team cautioned that industry sponsorship of research and of researchers is likely influencing the healthy-eating advice that Americans get. The U.S. Department of Agriculture lays the scientific foundation for the U.S. "Dietary Guidelines" every five years. When they do that they do not consider industry funding of research as a source of bias, or prejudice, the team wrote.

Battle In San Francisco

In its statement Monday, the ABA noted that Schillinger is a paid expert in a lawsuit that the beverage industry brought against San Francisco in July. The lawsuit claims that the industry's First Amendment rights have been restricted. The First Amendment guarantees freedom of speech. The beverage industry wants to stop new San Francisco law. It would require health warnings on ads for sugar-sweetened beverages that appear on buses, billboards and city property.

The ABA said it is funny that Schillinger would write about bias when he is biased himself. They said the paper is the latest in a series of "pro-tax forces" trying to influence voters a week before a vote on taxing soda.

Quiz

1 Which statement would be MOST important to include in a summary of the article?

- (A) The American Beverage Association claims it has a right and responsibility to engage in scientific research.
- (B) When writing a report about the effects of drinking sugary drinks, researchers have to make many small decisions about how they record facts.
- (C) A food researcher from New York thinks that people should ask who funds research about food products.
- (D) Most studies that show no connection between sugary drinks and health issues were paid for by the makers of those drinks.

2 Read the paragraph from the section "Bending Scientific Processes."

"This industry," they wrote, meaning companies that sell sugar-sweetened beverages, "seems to be manipulating contemporary scientific processes" to create a difference of opinion so they can make more money at the expense of the public's health.

Which sentence BEST explains how the paragraph reflects a CENTRAL idea of the article?

- (A) It confirms that a goal of the beverage industry is to create a difference of opinion about sugary drinks.
- (B) It emphasizes that the beverage industry is very interested in protecting its own financial interests.
- (C) It stresses that the primary goal of the beverage industry is to make as much money as possible.
- (D) It suggests that the beverage industry is using scientific processes to influence public opinion about sugary drinks.

3 Read the sentence from the second paragraph of the article.

Let's say you read a study that finds no connection between drinking sugary drinks and health issues like obesity or diabetes.

Which statement BEST explains how the words "Let's say you read a study" affect the tone of the sentence?

- (A) They make the tone more objective.
- (B) They make the tone more informal.
- (C) They give the sentence a skeptical tone.
- (D) They give the sentence an intellectual tone.

4 Read the sentence from the section "Bending Scientific Processes."

A researcher with financial ties to an industry affected by his or her research could be nudged in one direction by a sponsor, or the group paying for the study.

Which word, if it replaced "nudged," would MOST CHANGE the meaning of the sentence?

- (A) guided
- (B) prompted
- (C) forced
- (D) swayed

Report shows that teens are drinking less soda, but more sports drinks

By Philly.com, adapted by Newsela staff on 05.21.18

Word Count **761**

Level **1080L**



Are kids drinking too many sports drinks, like Gatorade? Photo by: Dreamstime/TNS

Public health leaders have spoken out against sugar-sweetened sodas. Their push may have had an unintended result. Teens are drinking more sugar-sweetened sports drinks.

Drinks are shown in ads being consumed by impossibly fit athletes. Named for fruits like kiwi and blackberry, they are heavily marketed to teens.

The packaging and ads make them look like a healthy alternative to sugary sodas. Sodas like Coke and Pepsi are blamed for contributing to obesity, diabetes, tooth decay and other ills.

Researchers at Harvard University in Massachusetts looked at how many sports drinks teens had each week. They found a small but significant increase in the weekly intake of high-carbohydrate sports drinks. Carbohydrates include sugar and other foods that provide energy. Certain kinds of carbohydrates, such as those found in foods like whole grain breads and vegetables, are healthier than others, like the sugars found in sports drinks.

The study, which was published Monday, May 7, analyzed national data. It used information from the 2010 National Youth Physical Activity and Nutrition Survey and the 2015 Youth Risk and Behavior Survey.

Trading Soda For Sports Drinks

The researchers focused on teens. They are considered more likely than younger kids to buy their own beverages.

In 2015, more than 57 percent of the more than 22,000 high school students surveyed reported having at least one sports drink in the prior week. That was up just a bit, from 56 percent in 2010.

Between 2007 and 2015, there was a 7.6 percent drop in the number of youths reporting they drank a soda in the prior week. The data come from the government's Centers for Disease Control and Prevention.

The Harvard study also found that 31 percent of teens consumed one to three sports drinks in the previous week. About 12 percent reported having four to six drinks.

Teens who played on sports teams were likely to consume one or more sports drinks each day.

Water Is The Better Option

Teens who watched more than two hours of television were also more likely to consume one or more sports drinks in a day. Researchers said it was a "worrisome reflection of the association between TV viewing, commercial advertisements and obesity."

Boys were more likely than girls to guzzle the drinks, researchers found. Hispanic and black children consumed more sports drinks than white children, they found.

However, experts in nutrition warn that the average child doesn't need a sports drink that is loaded with electrolytes and carbohydrates, flavors and sweeteners. This certainly applies to one parked in front of a TV, they say.

"The better option is water or unsweetened beverages," said Nyree Dardarian. She is a dietitian and director of the Center for Integrated Nutrition and Performance at Drexel University in Philadelphia, Pennsylvania.

Sports Drinks Contain A Lot Of Sugar

There is no purpose to consuming all of the carbohydrates in sports drinks unless you are competing in a high-intensity game, she said. They are not needed for a high school soccer or softball practice, she said.

A 20-ounce bottle of orange Gatorade has a hefty 34 grams of sugar. It also has 36 grams of carbohydrates and 140 calories. Consume two or more sports drinks each week and over a year it can turn into extra pounds, said Dardarian.

"Don't drink your calories," she said. A more positive message would be to eat the calories. Water and an orange would provide 100 percent of the recommended amount of vitamin C for kids ages 4 to 18, plus fiber, she said.

Healthier options for kids include flavoring water by squeezing fresh fruit into it, she said. They also can add a splash of fruit juice or drink flavored seltzer water, she said.

Taxes Have Helped People Cut Back

There are occasions where having a sports drink is appropriate, Dardarian said. A cyclist planning a 100-mile ride or a kid in a daylong soccer tournament might want to use sports drinks to stay hydrated.

"If the child is only playing 20 minutes or rotating into the game, they just need water," Dardarian said.

Overall, Americans have consumed fewer calories from sugary drinks in recent years. This could be due to new taxes on sweetened beverages in some cities. The taxes are meant to discourage people from drinking these beverages by making them cost more.

The city of Philadelphia added a tax to sweetened beverages. After the tax, Philadelphians are 64 percent less likely to gulp down a sports drink, researchers at the Dornsife School of Public Health at Drexel University concluded in April.

Quiz

- 1 According to the article, why did Nyree Dardarian suggest that children should drink water with fruit in it instead of sports drinks?
- (A) because sports drinks have more carbohydrates than most students need to stay hydrated
 - (B) because she thinks the advertisements for sports drinks are misleading
 - (C) because most people who drink sports drinks are watching television and not playing sports
 - (D) because Harvard told all dieticians that water is healthier than sports drinks
- 2 Which answer choice would BEST describe the finding of researchers at Drexel University to the city of Philadelphia's decision to tax sugary beverages?
- (A) A lack of access to sugary beverages is one way to stop people from drinking them.
 - (B) The majority of people do not care whether sugary beverages are taxed.
 - (C) Taxing sugary beverages is the best way to fund public health education.
 - (D) Cost plays a role in the decision to consume sugary beverages.
- 3 Which of the following claims is supported by logical reasons and evidence in the article?
- (A) The athletes featured in ads for sports drinks are impossibly fit.
 - (B) Sports drink companies portray their drinks as healthier than soda.
 - (C) The sugar in sports drinks could cause health problems over time.
 - (D) People should always eat their calories instead of drinking them.
- 4 How does Nyree Dardarian justify the occasional consumption of sports drinks?
- (A) by comparing the nutritional facts and sugar content of sports drinks such as Gatorade to sodas like Coke and Pepsi
 - (B) by explaining when having a sports drink is appropriate
 - (C) by arguing that the carbohydrates and electrolytes found in sports drinks provide energy that plain water cannot
 - (D) by pointing out that sports drinks often contain real fruit juice

Study: Instagram influencers tend to promote more unhealthy foods than other celebrities

By Science News for Students, adapted by Newsela staff on 04.06.22

Word Count **346**

Level **490L**



Who you follow on social media may affect how many healthy or unhealthy ads you see on your feed. Photo: d3sign/Getty Images Photo: d3sign/Getty Images

Social media is full of advertisements. Ads show off a product. A product is something you can buy. It could be food or a drink. Ads are a way people can encourage others to buy the product, too. Some ads are built into posts by people you follow.

Influencers are internet celebrities. They have many social media followers. Many influencers use social media. They post ads. So do other people, like musicians and athletes. Nyasha Nyoni wanted to study influencer ads. She wanted to see if people promote unhealthy food and drinks.

Teen Researcher Looked At 300 Accounts

Nyasha is 17 years old. She goes to Ossining High School in New York. She entered her research into a competition for high school seniors. Nyasha became a finalist.

First, Nyasha made a list of famous Instagram accounts. She picked 100 athletes. She picked 100 musicians. And she picked 100 influencers. Nyasha looked at those 300 accounts. She looked for posts about foods and drinks. Then, she created a nutrition score for each product. This score showed how healthy the product was.

She looked at two years' worth of posts. She counted how many shared food and drinks. Influencers promoted the most foods and drinks by far. The musicians promoted the fewest. Influencers promoted the most snacks. The snacks had an unhealthy score.



Making Social Media Space Healthier

Nyasha was surprised. She thought influencers would promote healthier products. All three groups promoted snacks the most. Fruits, vegetables and water were least promoted. Influencers focused on energy drinks. So did athletes.

Influencers are seen as relatable. Young people are likely to believe them. Many Instagram users are under 24 years old. These users should be protected from unhealthy ads, Nyasha says. There should be new rules.

Nyasha has unfollowed some people. They were pushing unhealthy habits. Users get to choose who they follow. Why not make that space healthy?

Quiz

- 1 What event happened after Nyasha looked at two years of posts?
- (A) She picked 100 athletes and 100 musicians.
 - (B) She created a nutrition score for each product.
 - (C) She learned influencers promote the most snacks.
 - (D) She made a list of 300 famous Instagram accounts.
- 2 Why does Nyasha think there should be new rules?
- (A) to protect young Instagram users from bad ads
 - (B) to help young Instagram users eat more snacks
 - (C) to make young Instagram users follow influencers
 - (D) to show young Instagram users new energy drinks
- 3 Which sentence from the introduction [paragraphs 1-2] supports the idea that influencers are internet celebrities?
- (A) Social media is full of advertisements.
 - (B) They have many social media followers.
 - (C) Many influencers use social media to post ads.
 - (D) Nyasha Nyoni wanted to study influencer ads.
- 4 What is a reason the author gives for Nyasha unfollowing some people on social media?
- (A) They promoted vegetables.
 - (B) They pushed unhealthy habits.
 - (C) They had too many healthy ads.
 - (D) They talked too much about fruit.

TNReady Grades 6-8 Argument Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
4	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains an effective and relevant introduction. states a claim and maintains a sophisticated argument. utilizes effective organizational strategies to logically order reasons and evidence¹ to create a unified whole. effectively clarifies relationships among claim(s), reasons, evidence, and counterclaim(s) to create cohesion. contains an effective and relevant concluding statement or section. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence from the stimuli to thoroughly and insightfully support logical claim(s), while acknowledging and effectively refuting² counterclaim(s). thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a clear, insightful understanding of the topic, task, and stimuli. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary³ appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. effectively establishes and maintains a formal style and an objective tone. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.⁴ may contain a few minor errors that do not interfere with meaning.
3	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains a relevant introduction. states a claim and maintains a clear argument. utilizes adequate organizational strategies to logically order reasons and evidence¹ to create a mostly unified whole. clarifies most relationships among claim(s), reasons, evidence, and counterclaim(s), but there may be some gaps in cohesion. contains a relevant concluding statement or section. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes relevant and sufficient evidence from the stimuli to adequately support logical claim(s), while acknowledging and refuting² counterclaim(s). adequately and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a sufficient understanding of the topic, task, and stimuli. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary³ appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. establishes and maintains a formal style and an objective tone. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.⁴ contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.
2	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains a limited introduction. states a weak argument. demonstrates an attempt to use organizational strategies to order some reasons and evidence,¹ but ideas may be hard to follow at times. clarifies some relationships among claim(s), reasons, evidence, and counterclaim(s), but there are lapses in focus. contains a limited concluding statement or section. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence from the stimuli to partially support claim(s) and counterclaim(s). Some evidence may be inaccurate or repetitive. explains some of the evidence provided, connecting some of the evidence to claim(s) and counterclaim(s) and demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary.³ illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. establishes but inconsistently maintains a formal style and an objective tone. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.⁴ contains frequent errors that may significantly interfere with meaning.
1	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains no or an irrelevant introduction. states an unclear argument. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to clarify relationships among claim(s), reasons, evidence,¹ and counterclaim(s); concepts are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence from the stimuli, or mostly/only personal knowledge to inadequately support claim(s) and counterclaim(s). Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided; evidence, claim(s), and counterclaim(s) appear disconnected, demonstrating little understanding of the topic, task, and stimuli. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary.³ illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. does not establish or maintain a formal style and an objective tone. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.⁴ contains numerous and repeated errors that seriously impede meaning.

¹ Evidence includes facts, definitions, concrete details, quotations, or other information appropriate to the task and stimuli.

² Acknowledgement of counterclaim(s) is expected in grades 6–8. Refutation of counterclaim(s) is expected at grade 8.

³ Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

⁴ Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.