

CAT-W

Prep Workshop

STUDENT Workbook



6D v8.1

12/2016

Part I – Days 1, 2, & 3

Name _____

Sponsored by
Campus Writing Center
Queensborough Community College
Room L-118 · (718) 631-6663

The CUNY Assessment Test in Writing (CAT-W) workbook is designed with the student in mind. The lessons and activities contained in this workbook will help them prepare successfully for the CAT-W writing exam.

This is YOUR copy of the student workbook with the Facilitator Comments and instructions for each activity and lesson. Your students have been advised to take notes as they deem necessary. They will be instructed by you, the Facilitators, when to do group or individual work at the appropriate points in the workbook.

IMPORTANT: More materials will be added to this workbook as the sessions proceed. Please keep it in a safe place or put it in a binder or folder and don't forget to bring it with you each day. Bring a dictionary, too.

Thank you to the talented Campus Writing Center staff who put together this curriculum.

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Thanks to all of our talented facilitators for being dedicated to our students and for doing exceptional work!

CUNY Assessment Test in Writing

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Day 1

CAT-W Workshop Guidelines



We want you to be successful in your preparation for the Writing exam and ask for your cooperation when it comes to cell phone use. During workshops, we ask that your cell phone either be turned off or placed on vibrate and that you refrain from texting in class. Using cell phones in class takes away from your concentration as well as that of your fellow students and facilitators. Please be considerate of others and leave your cell phones off.

- 1) If your name is not on the roster please go see Robin in the Writing Center, located in L-118, during business hours. Otherwise, you may not be able to take the test!
- 2) You are expected to attend all hours each day of workshop instruction. If you are absent one day and late on others you will not have enough hours accrued to be eligible to retake the CATW and will need to take another workshop at a later date. If you are continually late and/or leave early or return late from breaks it's possible that you will not have enough hours accrued to be eligible to retake the exam.
- 3) The CUNY Assessment Test in Writing (CAT-W) exam should be written in blue or black pen. Bring at least 2 pens and 2, No. 2 pencils with you to the exam.



- 4) Bring a paperback or paper dictionary, thesaurus or English translation dictionary to class EVERY DAY and to the exam. Dictionaries that you bring to the exam may not contain handwritten or typed notes. If you bring a dictionary that contains handwriting in it or extra papers they will be taken from you and returned after the exam concludes. No electronic dictionaries or electronic devices are allowed!
- 5) Bring a photo ID or you will not be allowed to take the exam. Know your QCC student ID or social security number.
- 6) Anyone requiring accommodations during the test, or receiving services from the Students with Disabilities office should see a workshop facilitator as soon as possible. You can also stop by and see Robin to arrange for accommodations for the exam.
- 7) Since you are given 90 minutes to complete the CAT-W exam, you are required to remain for all 90 minutes during practice exams. The workshop will help you learn how to use your time wisely.
- 8) Finally, please leave your classroom clean each day! Move the desks back where you found them, and pick up any papers or trash so that the room is in usable condition for the next class.

And, we need your help... ..



The Writing Center needs samples of student writing to train CATW workshop facilitators and help other students, like yourself. These samples help us to provide you with the best facilitators possible so we can help you pass the exam. We also help other students with your essays, just like other students are helping you. Don't worry! We'll remove your name from the sample essays if we use them.



Each time that you donate your writing—paragraphs or essays-- please add “Yes” to the bottom. **“Yes” means that you give the Writing Center permission to use the essay anonymously for training purposes. We thank you for your contribution!**

Writing Center's CUNY Assessment Test in Writing (CAT-W) Prep Workshop

CONTRACT

Please read the contract below. Then, sign it at the bottom of the page to indicate that you understand and agree to the terms of Writing Center's BE11 CAT-W Prep Workshop. Please print your name, too.

Attendance:

- I understand that I must comply with the University's rules for re-testing, and that by attending and completing the Campus Writing Center's CAT-W Intervention Workshop, I am fulfilling the University's criteria for receiving "instruction".
- I will make every effort to attend **every hour** of **every day** of the workshop.

No Scheduling Conflicts

- I have checked my schedule for work hours, doctors' appointments, classes, and other potential scheduling conflicts. I understand that if such conflicts arise during the workshop, and I miss all or part of a session, the Campus Writing Center is not responsible to, and will not, schedule "make-up" time.
- I understand that if I am unable to comply with the University's rules for re-testing due to scheduling conflicts, absences or latenesses, I will not be entitled to take the CUNY Assessment Test in Writing (CAT-W) retest.

Homework

- I understand that homework is a required part of Writing Center's CAT-W Prep Workshop. I agree to do homework as assigned and to turn it in when requested. This is one of the ways my facilitator/s will be able to help me prepare for the CAT-W.

Weather-Related Emergencies

- I understand that on days when the weather appears questionable (snow/severe rain or storm), if the college is open I am expected to be at my workshop on time. I will check Queensborough's website to see if the college is open. The college website is: www.qcc.cuny.edu. If I'm in doubt, I will call the **Campus Public Safety** office at (718) 631-6320 to see if the college is open.

I have read the above, and understand and agree to each of the statements.

Print your name here: _____

Signature _____ Date _____



The CATW: What is this test anyway?

CAT-W Exam

- Academic Writing response to a reading
- Reading passages are not used again
- Test length: 90 minutes
- Written exam (pen & paper)
- There is a 300 to 350 word reading passage/article

Writer must:

- Summarize author's key ideas
- Identify 1 significant (important) idea from the passage and explain why you (the writer) feel it's important.
- Write multiple paragraphs with a clear, beginning, middle and end.
- Use transitional words and phrases to make the essay flow better.
- Proofread their essay response.
- Demonstrate basic critical thinking.

How is the CAT-W scored?

It's scored "analytically" by each of 2 readers who read and evaluate your essay. Each reader assigns a score in each of 5 areas, called Domains. Domain scores range from 1 (weakest) to 6 (strongest)

Domains measure:

- Critical Response to a Text
- Development of Writer's Ideas
- Organization of the Writer's Response
- Language Use: Sentence Construction & Word Choice
- Language Use: Grammar, Usage & Mechanics

- One score is assigned by each reader from a **scoring rubric** in each of the 5 areas
- Domains 1, 2, 3 (Content) are **double**- weighted
- Domains 4, 5 (Language use) are added to Content domains; these are **single**-weighted

Passing score: 56

any combination of scores that are double-weighted in Domains 1, 2, 3 (Content) + single-weight scores in Domains 4, 5 (Language)

Example passing score:

$$\begin{array}{r}
 (4+4+4) + (4+4) \\
 (3+3+3) + (3+3) \\
 \hline
 (7+7+7)2 + (7+7) = (21 \times 2) = 42 + 14 = 56
 \end{array}$$

Important to note:

Generally, if you score a 2 in Domains 4 and 5 (language areas) you cannot score higher than a 3 in Domains 1, 2 and 3 (content areas)

If you do not mention or acknowledge the reading passage in your response you cannot score higher than a 3 in Domain 1.

Scoring Domains



**Reading
 Passage**

Domain 1
 Completeness of response
(Worth double points)
 Did Writer:

- Understand author's main idea
- Use critical analysis in developing own ideas
- Proofread essay
- Address all parts of the writing directions

Domain 2
 Development of Writer's Ideas
(Worth double points)
 Did Writer:

- Pick one significant idea and identify it clearly
- Discuss the importance of the idea using his/her own knowledge and understanding of the world around them
- Provide a relevant example that clearly relates to the passage
- Use appropriate details to develop his/her ideas in the essay

Domain 3
 Structure of the Response
(Worth double points)
 Did Writer:

- Structure Ideas in an organized and cohesive essay
- Have a central focus throughout the essay
- Present a clear progression of ideas within each paragraph
- Incorporate transitional words/phrases

Domain 4
 Sentences and Word Choice
(Worth single points)
 Did Writer:

- Use appropriate word choice
- Shows sentence control and ability to vary sentences
- Make sense in the English language

Domain 5
 Grammar, Usage, and Mechanics
(Worth single points)
 Did Writer:

- Follow the standards of proper American English
- Apply the rules of grammar and mechanics to his/her essay (i.e. spelling, punctuation, verb tense, subject-verb agreement)
- Use language that provides clear meaning

Domain Discussion

Your essay is scored as a complete response using a 5-area **scoring rubric** to evaluate your writing. These areas are called “domains.” There are two raters who read your response and score it independently of each other. Their scores totaled together make up your final exam score. Each rater assigns your writing sample a score between 1 (weakest) to 6 (strongest) in each of the 5 domains. In the visual on the previous page, the arrows between the domains \leftrightarrow indicate that they are related to each other as well as to the reading passage. You’ll note that the reading passage is to the left. Imagine placing the scoring rubric to the right of the reading passage and let’s look at the evaluation of your writing response like this:

Domain 1, a content domain, is closest to the reading passage and is directly related to it. You have to read the passage, respond by identifying the author’s most important ideas, and develop your essay using critical analysis, all while answering the writing directions including proofreading your essay. Domain 1 is worth double points (for example, if it’s scored a 4 from one rater, then you will receive credit for 8 points).

Domain 2, a content domain, is also related to the reading passage because you are asked to pick one of the author’s ideas that you find significant (important) and develop your essay explaining its significance (importance). Your explanation and example have to directly support the argument you’re trying to make about the author’s words and relate back to the reading passage. Although Domain 2 is more about your writing style than the author’s, it is still directly related to the reading passage. Domain 2 is worth double points (for example, if it’s scored a 4 from one rater, then you will receive credit for 8 points).

Domain 3, a content domain, moves a bit further away from the reading passage as it evaluates the structure of your response. This domain evaluates the cohesiveness of your response and your central focus (your ideas or your voice). It looks to see if your ideas progress forward using transitional words, phrases, and ideas. Does your essay flow smoothly? Are the connections you make between ideas and paragraphs, logical? Is there a clear organization to your response? However, it is still directly related to Domains 1 and 2 as well as to the reading passage because it evaluates how well you organized your thoughts into an essay that flows smoothly. Domain 3 is worth double points (for example, if it’s scored a 4 from one rater, then you will receive credit for 8 points).

Domain 4, a language domain, moves further away from the reading passage but is related to the other domains as it evaluates how well you wrote what you wrote. It looks at the control and variety of your sentences and your word choice. In other words, how well does what you wrote make sense in the English language. Domain 4 is worth single points (for example, if it’s scored a 4 from one rater, then you will receive credit for 4 points).

Domain 5, a language domain, moves further away from the reading passage but is related to the other domains as it evaluates how well you followed the rules of the English language in terms of grammar and mechanics. Are your punctuation and verb tense correct? Did you write incomplete or fragmented sentences? Do you have many spelling errors? Domain 5 is worth single points (for example, if it’s scored a 4 from one rater, then you will receive credit for 4 points).

Breaking Down the CAT-W

The Nature of the Test

The CUNY Assessment Test in Writing is a text-based sample that reflects the kinds of writing done in introductory college-level courses. (“Text-based writing sample” simply means that you are writing a response to a passage you have read.) The CAT-W assesses your readiness for writing in English in college composition courses and other introductory college-level courses.



Instructions for the CUNY Assessment of Writing

PAY ATTENTION!!! If those “in charge” bothered to write instructions, then guess what? They are most likely **VERY important!!!!** The following is on the front of the test booklet—

The following is on the front of the test booklet

This is a test of your writing skills. You will have 90 minutes to read a brief passage and prepare a multi-paragraph writing sample in response to the reading. Your response must be written only on the paper in your test booklet. Before you begin writing your response, read the writing directions carefully to understand exactly what you are being asked to do. If you finish writing before time is up, you may review your work. Use your time efficiently.

Your response should be as well written as possible. Your writing will be evaluated on the following criteria: your ability to demonstrate understanding of the reading passage, to address all parts of the writing directions, to organize and develop your ideas, to use correct English sentence structure and the grammatical conventions of edited American English.

In your test booklet, pages 3 and 4 are to be used to organize your writing. These pages will not be evaluated. Your writing sample score will be based only on the writing provided on pages 5 through 8. To ensure that you have enough room to finish, do not skip lines. Corrections or additions may be made neatly between the lines of your response, but do not write in the margins of the test booklet. Write clearly, as illegible writing cannot be scored.

You may use a dictionary during the test.

Writing Directions inside Booklet

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that will help your reader follow your thinking. You will have 90 minutes to complete your essay.

How to Understand the CAT-W Writing Directions

There are two parts to the CUNY Assessment Test in Writing. The first is the reading passage and the second, Writing Directions, follows the reading. The Writing Directions reflect the five domains of the scoring rubric, as illustrated below. (The Writing Directions are in quotation marks.)

CAT-W Writing Directions (as listed above)

“Read the passage and write an essay responding to the ideas it presents.”

This direction instructs you to respond directly to the reading passage and reminds you that your response must address the ideas presented in the text.

“In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas.”

This direction focuses on your understanding of the reading passage, and your ability to demonstrate this understanding throughout your response in an organized manner, emphasizing the key ideas in the reading passage.

“Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance.”

This direction instructs you to develop an organized piece of writing that focuses on ONE specific idea in the reading passage. You are free to choose any “significant idea” and develop your response to this idea by using one or more ways of organizing (for example, summarizing, analyzing, personal narrative, cause and effect—you will learn about these in workshop.)

“Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.”

Here you are reminded that the ideas you present in the essay must be supported with details, examples, or personal experiences. You may use supporting details from a variety of sources, but whatever you use should demonstrate some ability to combine supporting details and examples to discuss specific ideas from the reading passage. *You must always refer to ideas from/in the reading in your response.*

“Remember to review your essay and make any changes or corrections that will help your reader follow your thinking.”

You are reminded that you must edit and proofread the response for clarity and correctness.

“You will have 90 minutes to complete your essay.”

You should be careful to manage your time so that you can complete your response.

Using the Writing Directions to Build an Essay

Domain 1 looks at whether or not the writer followed the Writing Directions. In order to make sure your essay addresses all parts, you can use the directions as a *guide*. Let's take another look at the Writing Directions:

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to **summarize** the passage in your own words, stating the author's most important ideas. **Develop** your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. **Support** your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that will help your reader follow your thinking. You will have 90 minutes to complete your essay.

Notice the words that are **bolded** above. Why are these particular words important?

What does it mean to **summarize**?

Where in your essay could you include a summary of the reading passage?

What does it mean to **develop**?

Where in your essay could you develop your own ideas? Why?

What does it mean to **support**?

Where in your essay could you support your claims? Why?

While it is not mentioned in the directions directly, how could you wrap-up your essay?
Why should we do this?

Response Evaluation: How Your CAT-W Response is Evaluated

To be successful on this test, you need to understand some basic ideas about the CAT-W response.

To prepare for the CAT-W:

You should be aware of the required component of the response, as described in the scoring rubric. Let's take a look at the rubric so that you really understand what the readers of your exam will be looking for.

How Your Writing is Evaluated

The CAT-W uses an analytic scoring guide, called a scoring rubric, to evaluate student writing samples. Each test is scored independently by two readers and both assign scores in each of five grading categories called *domains*.

Directions

This is the basis upon which your exam is evaluated and scored. In order to better understand the rubric and how your writing is being evaluated, we will look at it together.

Label the rubric according to the domains

- Review the articulations for score set 4 for Domain 1 (Critical Response to the Writing Task and Text)
 - What words are used to describe this particular score? Is it a passing score value?

 - Now look at the rest of the domain articulations for score set 4. Do any words repeat? Which ones?

Repeat these steps for score value of 3.

- Review the articulations for score set 3 for Domain 1 (Critical Response to the Writing Task and Text)
 - What words are used to describe this particular score? Is it a passing score value?

- Now look at the rest of the domain articulations for score set 3. Do any words repeat? Which ones?

**Although there is only a 1 point difference between score values 3 and 4, one value is passing while the other is not.*

Repeat these steps for score value of 2.

- Review the articulations for score set 2 for Domain 1 (Critical Response to the Writing Task and Text)
 - What words are used to describe this particular score? Is it a passing score value?

- Now look at the rest of the domain articulations for score set 2. Do any words repeat? Which ones?

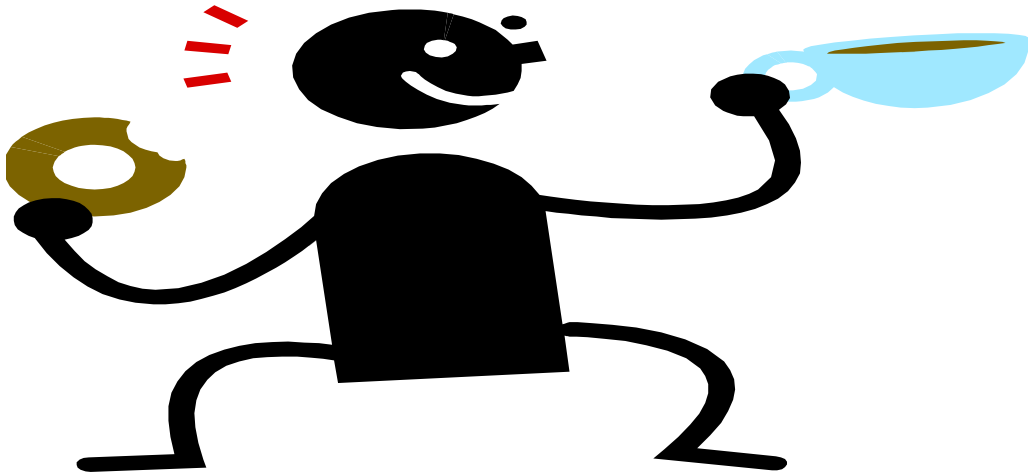
CATW Analytic Scoring Rubric

	Critical Response to the Writing Task and the Text	Development of the Writer's Ideas	Structure of the Response	Language Use: Sentences and Word Choice	Language Use: Grammar, Usage, and Mechanics
6	<ul style="list-style-type: none"> A thoughtful and skillful response to the task effectively integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. The discussion demonstrates a thorough understanding of the main ideas and the complexity of ideas in the text. 	<ul style="list-style-type: none"> Ideas are fully developed, and approaches to development (e.g., summarizing, evaluating, narrating) are used skillfully to support and convey the writer's ideas throughout the response. Reasons and specific details and examples from the text and from the writer's reading and experience are used effectively to develop ideas. 	<ul style="list-style-type: none"> Organization demonstrates a well-designed progression of ideas that supports the writer's central focus and the clarity of the writer's ideas throughout the response. Sophisticated, effective use of transitions conveys relationships among ideas throughout the response. 	<ul style="list-style-type: none"> Sentences are consistently well controlled, with effective variety in structure. Word choice is sophisticated, precise, and effectively conveys the complexity of the writer's ideas throughout the response. 	<ul style="list-style-type: none"> Though there may be a few errors in grammar, usage, and mechanics, strong command of language is apparent, and meaning is clear throughout the response.
5	<ul style="list-style-type: none"> The response effectively integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. The discussion demonstrates a good understanding of the main ideas and the complexity of ideas in the text. 	<ul style="list-style-type: none"> Ideas are well developed, and approaches to development (e.g., summarizing, evaluating, narrating) are usually used skillfully to support and convey the writer's ideas. Reasons and specific details and examples from the text and from the writer's reading and experience are usually used effectively to develop ideas. 	<ul style="list-style-type: none"> Organization generally demonstrates a clear plan with some progression of ideas that supports the writer's central focus and the clarity of the writer's ideas. Transitions clearly convey relationships among ideas throughout the response. 	<ul style="list-style-type: none"> Sentences are usually well controlled, and there is some effective variety in structure. Word choice is usually specific and usually effective in conveying the writer's ideas. 	<ul style="list-style-type: none"> Though there may be a few errors in grammar, usage, and mechanics, good command of language is apparent, and meaning is usually clear.
4	<ul style="list-style-type: none"> The response competently integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. The discussion consistently demonstrates an understanding of the main ideas and of some of the complexity in the text. 	<ul style="list-style-type: none"> Most ideas are competently developed, and approaches to development (e.g., summarizing, evaluating, narrating) are competently used to support and convey the writer's ideas. Reasons and specific details and examples from the text and from the writer's reading and experience are competently used to develop ideas. 	<ul style="list-style-type: none"> An organizational structure is evident and competently supports the writer's central focus and the clarity of the writer's ideas. Relevant ideas are grouped together, and there may be some evidence of progression of ideas. Though often simple and obvious, transitions are usually made to convey relationships among ideas. 	<ul style="list-style-type: none"> Most sentences demonstrate competent control, and there is enough structural variety to support the clarity of the writer's ideas. Word choice is somewhat general but clearly conveys meaning. 	<ul style="list-style-type: none"> Language use is competent. Grammar, usage, and mechanics are generally correct, and meaning is usually clear.

	Critical Response to the Writing Task and the Text	Development of the Writer's Ideas	Structure of the Response	Language Use: Sentences and Word Choice	Language Use: Grammar, Usage, and Mechanics
3	<ul style="list-style-type: none"> The response integrates some ideas from the text with some relevant elements of the writer's reading and experience, but may do so in an uneven manner. The response demonstrates some understanding of the main ideas in the text, but understanding is uneven, superficial, or incomplete. 	<ul style="list-style-type: none"> Development of ideas is general or uneven, but approaches to development sometimes support the clarity of the writer's ideas. The response uses some reasons and specific details and examples from the text and from the writer's reading and experience to develop ideas. 	<ul style="list-style-type: none"> The response uses a basic or uneven organizational structure that sometimes supports the writer's central focus and clarity of ideas. For the most part, relevant ideas are grouped together. Some simple and obvious transitions are used to convey relationships among ideas. 	<ul style="list-style-type: none"> Sentence control is uneven, but there is some structural variety to support the clarity of ideas. Word choice is simple but usually clear enough to convey meaning. 	<ul style="list-style-type: none"> Command of language is uneven. Grammar, usage, and mechanics are generally correct, but some errors are distracting and may occasionally impede understanding.
2	<ul style="list-style-type: none"> There is little integration of ideas from the text with elements of the writer's reading and experience. The response demonstrates a weak understanding of the main ideas in the text. 	<ul style="list-style-type: none"> Development of ideas is weak, and there may be little use of relevant approaches to development. If present, reasons, details, and examples from the text and from the writer's reading and experience are brief, general, inadequately developed, or not clearly relevant. 	<ul style="list-style-type: none"> The response shows an attempt to create a central focus and to put related ideas together, but relationships among ideas may be unclear. Few, if any, transitions are used to convey relationships among ideas. 	<ul style="list-style-type: none"> Sentences demonstrate weak control, and there is little, if any, sentence variety to provide clarity. Word choice is simple, and sometimes meaning is not clear. 	<ul style="list-style-type: none"> The response demonstrates a weak command of language. Grammar, usage, and mechanics are sometimes correct, but errors are often distracting, and some impede understanding.
1	<ul style="list-style-type: none"> There is minimal, if any, integration of ideas from the text with elements of the writer's reading and experience. The response demonstrates little, if any, understanding of the main ideas in the text. 	<ul style="list-style-type: none"> There is minimal or no development of ideas and little, if any, use of relevant approaches to development. If any reasons, details, and examples from the text or from the writer's reading and experience are present, these elements are brief, general, undeveloped, or irrelevant. 	<ul style="list-style-type: none"> There may be an attempt to group related ideas together, but the main focus of the response is unclear. Transitions are rarely used. 	<ul style="list-style-type: none"> Sentences demonstrate minimal or no control. Word choice is often unclear and often obscures meaning. 	<ul style="list-style-type: none"> The response demonstrates minimal command of language. Grammar, usage, and mechanics are often incorrect, and errors frequently impede understanding.

BREAK

10 minutes



Please come back on time!!!

Previewing the Reading Passage

Why do we preview the reading passage?

- It helps you get interested in and involved with what you will read.
- It activates your thinking! Since you know what to expect, reading the material will be easier for you.
- You begin to anticipate the sequence of ideas as the author presents them.
- You see the relationships between the points made in the passage.
- You recognize what approach and direction the author has taken in writing about the subject.

Let's Practice: Previewing

HYPE:

Begin previewing by first reading the title. Ask guide questions and try to answer them. Guide questions that begin with *What, Why, Where* and *How* are especially effective since they require detailed answers that demand more thought, so they force you to read in greater depth and more closely. (*Who* and *When* questions are less useful since they often lead to simple one-word answers.)

Hype

Advertisements are the most prevalent and toxic of the mental pollutants. From the moment your alarm sounds in the morning to the wee hours of late night TV, commercial pollution floods your brain at the rate of about three thousand marketing messages per day. Every day an estimated 12 billion display ads, 3 million radio commercials, and more than 200,000 TV commercials are dumped into North America's collective unconscious. The increase in commercial advertising has happened so steadily and relentlessly that we haven't quite woken up to the absurdity of it all. No longer are ads confined to the usual places: buses, billboards, stadiums. Anywhere your eyes can possibly come to rest is now a place that, in corporate America's view, can and ought to be filled with a logo or product message.

You fill your car with gas, and there's an ad on the nozzle. You wait for your bank machine to spit out money and an ad scrolls by the little window. You drive through the countryside and the view of the wheat fields is broken at intervals by enormous billboards. Your kids watch Pepsi and Snickers ads in the classroom. A company called VideoCarte installs interactive screens on supermarket carts so that you can see ads while you shop. (A company executive calls the little monitors "the most powerful micromarketing medium available today.") There is nowhere to run. No one is exempt and no one will be spared. In the silent moments of my life I often used to hear Beethoven's Ninth Symphony play in my head. Now I hear that kid singing the Oscar Meyer wiener song.

Excerpted from Kalle Lasn. "Hype," **Signs of Life in the USA: Readings on Popular Culture for Writers**, 4th ed. (Sonia Maasik & Jack Solomon, eds.) Boston: Bedford/ St.Martin's, 2003. 217-220

Now that you have read the title **“Hype”** discuss, as a class, the following questions (you may write down notes on the lines provided):

✓ **“What does ‘Hype’ mean?”**

✓ **Read the italics found at the end of the passage. “Where is this essay from?”**

✓ **“What does ‘Popular Culture’ mean?”**

✓ **What are examples of ‘pop culture?’**

✓ **“How might ‘Hype’ be related to Popular Culture in the USA?”**

✓ **On the basis of your preview, what do you think the main idea is that the author wants the reader to know? (The main point the author is making about the subject.)**

Take-away points:

- In order for you to “write an essay responding to the ideas [the reading] presents,” you **MUST** be sure you *completely* understand the reading!!!
- At first, you may think you know very little—or even nothing—about a particular topic. However, by using one (or more!) of the techniques learned in this workshop, you will be surprised how much you already know about many subjects!

QUESTIONS. . .and more QUESTIONS. . .

W-H questions, also known as “reporter questions” or “guiding questions”, are what every good critical reader, writer, and thinker asks themselves when reading a passage AND when writing a response. They are:

- Who?
- What?
- Where?
- When?
- Why?
- How? (Not a “w-h” but so effective that we let her join the family)

Questions like:

- What is the topic of this passage?
- What does the author want the reader to know about this topic (main idea)?
- What supporting details does the author provide?
- What examples, statistics, and/or definitions does the author state and for what purpose?

Read slowly and Annotate: Read through the article slowly and carefully to try to understand each paragraph and how it functions. For sections that you don’t understand, try to reword them into simpler sentences using vocabulary that you know. Write these sentences in the margins right next to the area you wish to reword.

[* **Annotate** is just a fancy way of saying to take notes on what you have read].

Let's Practice! Breaking Down the Passage

Not As Different As You Think

All countries in the world are unique. They are different from one another in location, size, culture, government, climate, and lifestyles. However, many countries share similarities. Some may think that because Brazil and the United States are in different hemispheres, these two nations have nothing in common. On the contrary, they share many similarities.

One important similarity is their size. Both Brazil and the United States are large countries. Brazil covers almost half of the South American continent. Because of Brazil's size, its weather varies from one area to another. Like Brazil, the United States takes up a significant portion of its continent (North America), and also has a wide range of climates.

Another similarity between Brazil and the United States is the diversity of ethnic groups. Brazil was colonized by Europeans, and its culture has been greatly influenced by this fact. Brazil is a "melting pot" of many ethnic groups that immigrated there and mixed with the native people. The United States also has a diversity of ethnic groups representing the early colonists from northern Europeans as well as groups from Africa, the Mediterranean, Asia, and South America. The mixture of cultures and customs has worked to form ethnically rich cultures in both countries.

Although Brazil and the United States are unique countries, there are remarkable similarities between them. Some people tend to believe that their culture and country are without equal. Nevertheless, it is important to remember that people as a whole have more in common than they generally think they do.

What is the main idea of the passage?

Based on the main idea:

- **Who** is being discussed in the passage?

- **What** similarities do Brazil and the United States share?

- **When** do they share these similarities?

- **Where** does this take place?

- **Why** is the author discussing this?

- **How** is this important?

Are there any questions that you can add to this list?

*Note: You may notice that not every WH question is going to be relevant. In fact, some WH questions will be more helpful than others, depending on the passage you are reading. Additionally, you may notice that you could get the same answer from more than one WH question, **so there is no wrong way to use these questions to breakdown a passage.**

Working on Inferences (and just a bit on implications)

You have probably heard the expression “to read between the lines.” When you “read between the lines,” you pick up ideas that are not directly stated in what you are reading. Discovering the ideas in writing that are not stated directly is called **making an inference**, or drawing a conclusion. To make inferences and draw conclusions, we use all the clues provided by the writer, our own experience, and logic.

The best way to truly learn about implications and inferences is to practice them!!

Directions: Read the following passage and put a check next to the **two** inferences that are most firmly based on the information given. Then read the explanation that follows. **Practice 1:**

Jim Johnson panicked when he came home from work to find his neighbor’s pet rabbit dead and in the jaws of his German shephard, Fido. Johnson took the filthy, slightly chewed-up bunny into his house, washed it with care, and then used the blow dryer to restore its fur as best he could. A short time later he secretly put the rabbit back into its outdoor cage.

The next day, Jim’s neighbor stopped him as they were both doing yard work. “Did you hear that Thumper died?”

“Uh, no,” stammered Johnson.

“ We went out a couple of days ago and found him dead. What’s really weird, though, is that the day after we buried him, we went outside and discovered that someone had dug him up, given him a bath, styled his fur, and put him back into his cage!”

Inferences (check two)

- Fido had probably dug up the rabbit’s grave.
- The neighbor was convinced Johnson had dug up the rabbit.
- Jim Johnson assumed his dog had killed the rabbit.
- The rabbit had been very sick.

Explanation

1. Since the rabbit had been buried, it is logical to infer that the only way Fido could have gotten it was to dig it up. You should have checked this item.
2. The neighbor, in a matter-of-fact way, told Johnson the story of what had happened to Thumper. This suggests he did not suspect Johnson has anything to do with it. You should not have checked this item.
3. Johnson's efforts to cover up what happened to Thumper imply that he believes his dog had killed it. You should have checked this item.
4. There is no suggestion that the rabbit had been sick before the neighbor had found it dead in its cage. You should not have checked this item.

Directions: Read the following passage and put a check next to the **three** inferences that can be most logically drawn from it.

Early one morning, a man was walking along a sandy, deserted beach. At least he thought it was deserted. As he gazed ahead of him, he noticed that there was another human figure in sight. It was a boy who kept bending down, picking something up, and throwing it into the sea. He repeated the movement again, and again, and again.

As the man drew near, he saw that the sand surrounding the boy was covered with starfish that had been washed in by the waves. It was these stranded starfish that the boy was throwing into the water.

“Why are you doing that?” the man asked.

Not pausing, the boy replied, “The tide is going out, and the sun is rising. Soon the heat will be too much for the starfish, and they will die.”

The man shook his head tolerantly. “My dear boy,” he said. “There are miles of beach and hundred, maybe thousands of starfish. You can't save them all. What you're doing can't make a difference!”

The boy listened politely, then picked up the next starfish and threw it in the water. “It makes a difference to this one,” he answered.

Inferences (check three)

1. ___ The boy knows he cannot save all the starfish.
2. ___ The man believes that the boy's efforts are admirable.
3. ___ Many starfish will die despite the boy's efforts.
4. ___ Starfish are very close to extinction.
5. ___ The man decides to save some of the stranded starfish.
6. ___ The boy believes that a little help is better than nothing.

Guidelines for Making Inferences in Reading:

- **Never lose sight of available information:** As much as possible, base your inferences on facts found in the passage.
- **Use your background information and experience to help you in making inferences:** The more you know about a subject, the better your inferences are likely to be.
- **Consider the alternatives:** Don't simply accept the first inference that comes to mind. Instead, consider all the possible explanations. For example, the doctor analyzing your rash and fever may first think of and then eliminate several possibilities before coming to the right conclusion.

The Author's Purpose and Tone:

- What is the author's purpose in this passage? **Purpose: the reason why the author writes. Three common purposes are to inform, to persuade, and to entertain.**
 - ✓ To **inform**—to give information about a subject in an attempt to explain or teach something to the reader.
 - ✓ To **persuade**—to convince the reader to agree with the author's point of view on a subject.
 - ✓ To **entertain**—to amuse and delight; to appeal to the reader's senses and imagination.

You may also ask yourself: What is the author's TONE in this passage?

Tone: the tone reveals the author's attitude that he or she has toward a subject. Tone is expressed through the words and details the writer selects.

What are some words that can be used to describe the tone of an informative passage?

What are some words that can be used to describe the tone of a persuasive passage?

What are some words that can be used to describe the tone of an entertaining passage?

Note: Although there are three main purposes in writing, there are many different types of tones that can be expressed in a passage. Pay attention to the words that the author uses to show their feelings and views about the given topic.

In addition, understanding the author’s purpose and tone can be helpful in identifying the main idea of a passage.



MAIN IDEAS—Intro

- **Topic:** The topic of an essay is the subject of the entire essay. It is the one thing that the whole essay is about. Usually, the topic of an essay can be expressed in two or three words. To find the topic of an essay, ask yourself this question: What is the one thing the author is discussing throughout the essay?
- **Main Idea:** What is the one thing the author wants us to know about this topic?

Main Idea: *What is it?*

- The **main idea (the most important)** is what the author wants to communicate about the topic.
- It is the central or most important thought in the passage.
- Every other sentence and idea in the passage is related to the main idea.

How do you find it in a reading selection? Ask yourself, “What’s the main point the author is trying to make?”



Think of the main idea as an “umbrella” idea. The main idea is the author’s general point; under it fits all the other material within the passage. That other material is made up of supporting details.

Break

10 minutes



Please come back on time!!!

How to Work the Reading into Your Response: Summarizing, Paraphrasing, Quoting

We will discuss three specific ways you can incorporate the reading into your own writing as asked by the writing directions. Remember, Domain 1 asks that you **summarize** the author’s most important ideas. Using **quotations** is a great way to incorporate any ideas from the passage in your paper. Finally, **paraphrasing** is a great way to refer back to the author’s points in your own words. Very effective writing responses include all three.

Quotations must be:

- **Identical** to the original, using only a small section of the reading.
- Should be set apart with “**quotation marks**”.
- They must match the source document **word for word**.
- Must be **attributed to the original author of the reading passage**.

Important tip: If you do not copy the original text correctly it WILL work against you—this is a very common (and very careless!) mistake that students make!

Paraphrasing involves:

- Taking an idea from the author and putting it into your own words.
- Must also be **attributed to the reading**.
- Showing an understanding of the author’s ideas beyond how they are presented in the passage.

Summarizing involves:

- Putting the **most important ideas** into your own words.
- It is **necessary to attribute** summarized ideas to the reading.
- Summaries are **shorter than the original** and take a **broad overview** of the source material (the reading passage).

Note: Summarizing and paraphrasing are not the same thing. How are they different?

Writing Diagnostic

Last Name _____ First Name _____

Workshop #: _____ Date _____

This is a diagnostic example of your writing skills. Your facilitators will use it to evaluate how best to help you improve your writing so that you're successful in passing the CAT-W. You will have a separate booklet to hand in to your facilitator who will provide you with comments when it's handed back to you at the next session.

- Read the **Reading Passage** and follow the **Writing directions** below it. You may use a paperback dictionary to look up words.
- The Writing Diagnostic **will be collected** at the end of today's workshop.

Writing Diagnostic

Your facilitator/s will hand out a booklet with the reading passage for your Writing Diagnostic. After the time is up, they will collect it, make comments and return to you at the next workshop session. This is one way your facilitator/s will help you improve your writing. Read the instructions below the passage and just do your best!

Read the passage above carefully. Write a **summary** paragraph of the passage **in your own words**, stating the **author's most important ideas**. You will have **20 minutes** to complete your Writing sample.

CATW Workshop Homework Assignment “A”

Last Name _____ First Name _____

Workshop #: _____ Date _____

You will have a separate booklet to do your homework.

- Read the **Reading Passage** and follow the **Writing directions** below it. You may use a paperback dictionary, language conversion dictionary or thesaurus to look up words.
- As you read, identify the topic of the reading passage and look for the **main ideas** and important points the author wants you to know. Underline them. Annotate in the margins and ask W-H questions to help you understand what you're reading. Ask yourself: what's the point the author is trying to make? Are there any inferences or implications I have to make? Reread your workbook lessons from today to help guide you.

Homework is due and will be collected on the next workshop day. The Facilitators will comment on your writing response and return it to you. This is one way we help you to improve your writing.

Healthy Solution: Taxing Sodas

Seldom does one idea help fix two important problems, but a proposal to tax sugary soft drinks in New York State is just that sort of 2-for-1 solution. The penny-per-ounce tax on sodas and other sweetened drinks is a way to raise desperately needed money for the city and state in a bad economy. It also could help lower obesity rates, which have soared in recent years. The Legislature in Albany should adopt this tax quickly.

New York's governor dropped a proposed tax on sodas last year in the face of industry opposition, and lobbyists for soda companies are already denouncing the new proposal as unfair to lower-income families struggling through a recession.

It is time for Albany's lawmakers to stand firm against the soft-drink lobby. Their claim to be standing up for New York's poorest residents obscures the fact that those same people are their customers of choice. Poorer people, who lack healthy food choices, too often overload on sugar-laden soft drinks. Even though soft drinks are not the only cause of obesity, people in lower-income areas tend to suffer more from obesity, diabetes and other obesity-related illnesses.

The costs of health care for these illnesses are rising steadily. State budget analysts estimate that obesity-related problems cost the state an estimated \$7.6 billion annually. This tax could bring in about \$1 billion a year to help with those costs. The soda tax is supported by most health professionals across the state. The idea also got an important endorsement this week from Mayor Michael Bloomberg of New York City, who said it could "make a major dent in obesity."

Mr. Bloomberg compared the tax on sodas to the steep taxes on cigarettes, which helped discourage many people from smoking. He estimated that the soda tax could cut consumption by 10 percent.

Adapted from an editorial by the New York Times Editorial Board

Writing Directions

Read the passage above. Write a **summary** paragraph of the passage **in your own words**, stating the **author's most important ideas**. Develop your essay in a second paragraph by identifying **one idea in the passage** that you feel is especially **significant**, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

CAT-W

Prep Workshop

STUDENT Workbook



6D v8.1

12/16

Day 2

LET'S PRACTICE!



Read the following paragraph, asking yourself as you do, “What’s the author’s point?”



Many people feel that violence on television is harmless entertainment. However, we now know that TV violence does affect people in negative ways. One study showed that frequent TV watchers are more fearful and suspicious of others. They try to protect themselves from the outside world with extra locks on the doors, alarm systems, guard dogs, and guns. In addition, that same study showed that heavy TV watchers are less upset about real-life violence than non-TV watchers. It seems that the constant violence they see on TV makes them less sensitive to the real thing. Another study, of a group of children, found that TV violence increases aggressive behavior. Children who watched violent shows were more willing to hurt another child in games where they were given a choice between helping and hurting. They were also more likely to select weapons over other kinds of playthings.

THREE STRATEGIES TO HELP FIND THE MAIN IDEA:

1. Look for general versus specific ideas.

Try to find in this paragraph on TV violence where there is a general idea supported by specific ideas.

2. Use the Topic to Lead You to the Main Idea.

The topic is the general subject of a selection. It can often be expressed in one or more words. Knowing the topic can help you find a writer’s main point about that topic. Remember the selection titled “Hype”? This let us know that the main idea of the passage had something to do with advertising.

3. Look for Clue Words or Phrases.

Sometimes authors use clue words or phrases to introduce the main idea. One type is a list word—we will be learning about list words in the following section.

Read the following statements and pick out the general statement that is supported by the other material in the passage.

- A. Many people feel that violence on television is harmless entertainment.
- B. However, we now know that TV violence does affect people in negative ways.
- C. One study showed that frequent TV watchers are more fearful and suspicious of others.
- D. They try to protect themselves from the outside world with extra locks on the doors, alarm systems, guard dogs, and guns.

The general statement that expresses the main idea of the passage is _____

TAKE AWAY TIP:



Pay Attention!! As you read through a passage, you must think as you read! If you merely take in words, you will come to the end of the passage without understanding much of what you have read. Reading is an active process as opposed to watching TV, which is passive. Always ask yourself, “What’s the point?”

Supporting Details

The **main idea** describes the topic of a passage and it is further explained by **supporting details**.

Supporting details are reasons, examples, facts, steps, or other kinds of evidence that explain a main idea and clarify other ideas presented in the passage.

Major and Minor Details:

There are often two levels of supporting details:

- **major supporting details** explain and develop the main idea.
- **minor explanation details** help fill out and make clear the major details—this is the explanation of an idea. These details can come in the form of specific details, examples, and any data (such as statistical information).

Read the paragraph below.

- First, identify and then **box** the main idea.
- Second, identify and **underline** the major supporting details.
- Third, identify and **circle** the minor explanation details.

“A penny saved is a penny earned,” the old saying goes. But there are now good reasons for our government to phase the penny out of the economy, allowing the nickel to stand as the lowest-valued coin. For one thing, pennies take up more space than they are worth. We can all recall a time when we needed a nickel, dime, or quarter to make an important phone call, buy a vending machine snack, or make a photocopy, and all we could come up with was a fistful of useless pennies. Pennies are also a nuisance to the business community. According to the National Association of Convenience Stores, 5.5 million hours and 22 million dollars are wasted by businesses on the extra time and effort it takes to handle pennies. Finally, keeping pennies in circulation costs the nation as a whole. The manufacturing, storage, and handling expenses involved in a penny’s production and distribution add up to considerably more than the one cent it is worth.

Write the main idea, major supporting and minor explanation details in the outline below:

Main idea: _____

Major supporting detail: _____

Minor explanation detail: _____

Major supporting detail: _____

Minor explanation detail: _____

Major supporting detail: _____

Minor explanation detail: _____

Let's Practice some more! Read the paragraphs below.

- First, identify and then **box** the main idea.
- Second, identify and **underline** the major supporting details.
- Third, identify and **circle** the minor explanation details
- Finally, put [**brackets**] around all the transitional words/phrases you find.

Public speaking is very different from everyday conversation. First of all, speeches are much more structured than a typical informal discussion. A speech usually imposes strict time limitations on the speaker. In addition, for most situations, speeches do not allow listeners to interrupt with questions or commentary. Another difference to keep in mind when speaking to groups is that public speaking generally requires more formal language. Slang, jargon, and bad grammar have little place in public speeches. Audiences usually react negatively to speakers who do not elevate and polish their language when giving a public talk. A third significant difference between public and private discussion is that public speaking requires a different method of delivery. Unlike casual conversation, which is usually quiet, effective public speakers adjust their voices to be heard clearly throughout the audience. Speaking to a group also requires the speaker to assume a more erect posture and avoid distracting mannerisms and verbal habits.

Write the main idea, major supporting and minor explanation details in the outline below:

Main idea: _____

Major supporting detail: _____

Minor explanation detail: _____

Major supporting detail: _____

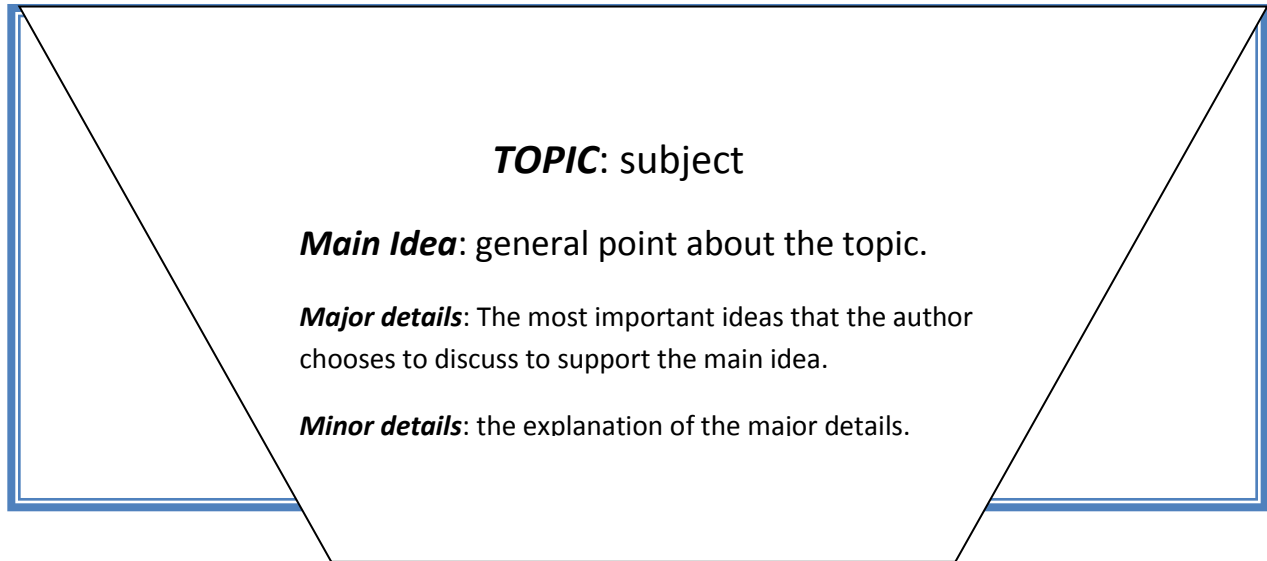
Minor explanation detail: _____

Major supporting detail: _____

Minor explanation detail: _____

CAT-W TIP:

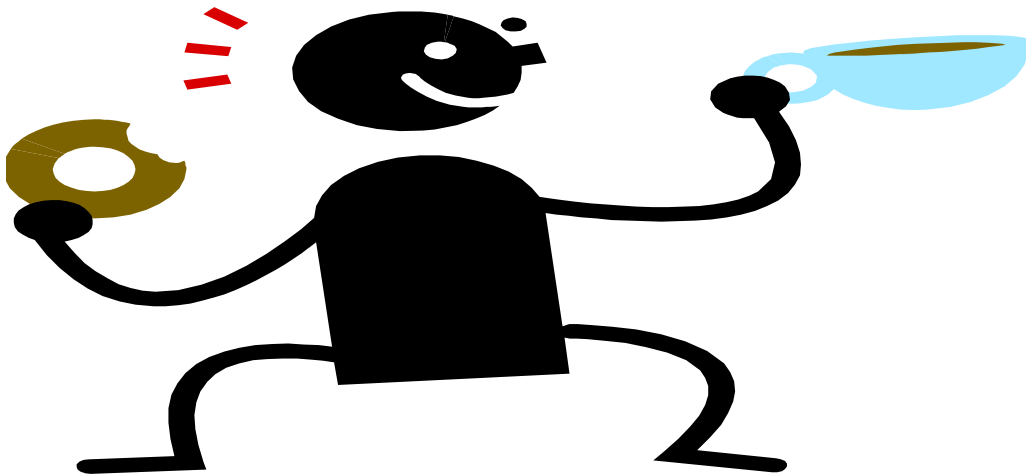
The author’s “most important ideas” are the major details that support the main idea of the passage!! These major details are the author’s MOST IMPORTANT IDEAS about the subject. Write about THESE important ideas in your first paragraph.



Notice that just as the **main idea** is more general than its supporting details, **major supporting details** are **more general than minor ones**. Minor explanation details offer **more specific** information to further **help explain the major supporting details**. Both help to fully explain the author’s main idea of the passage.

BREAK

10 minutes

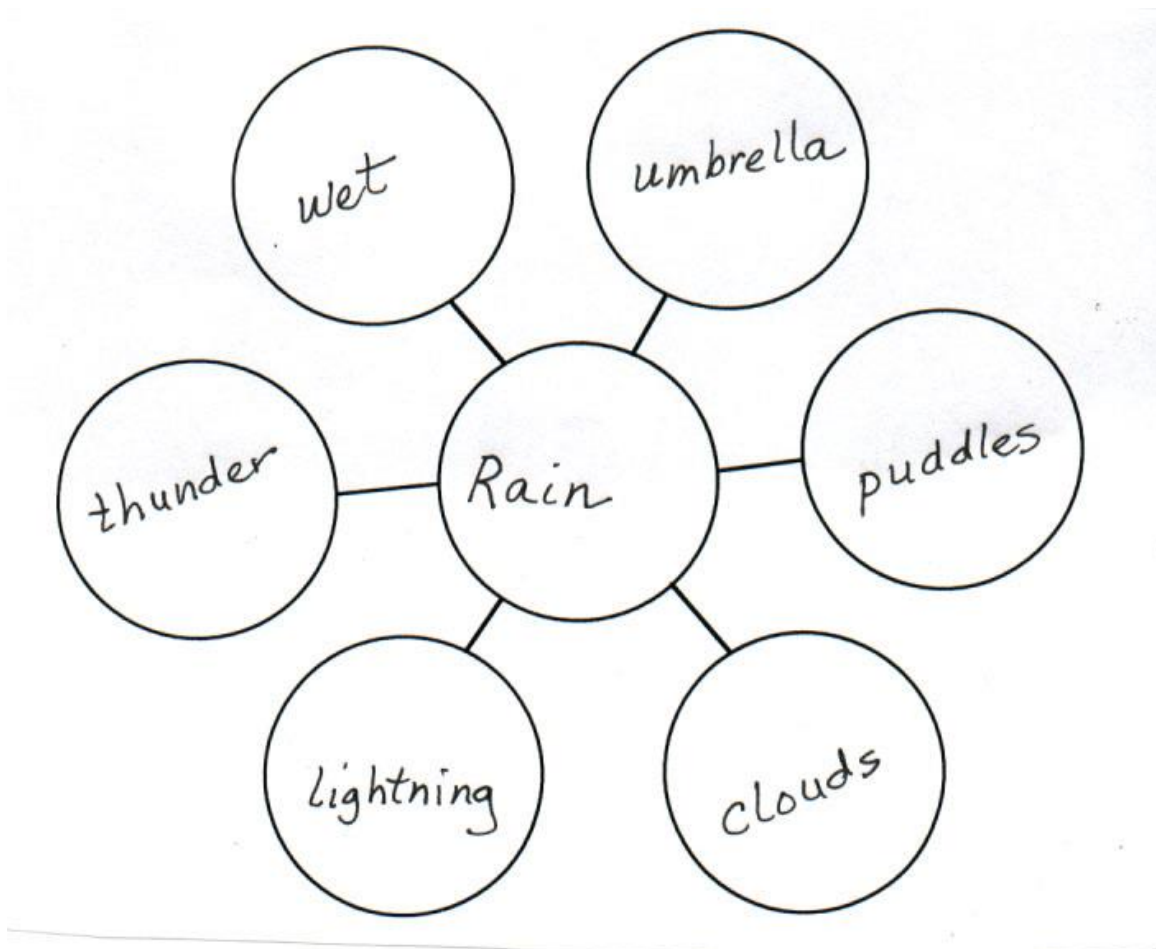


Please come back on time!!

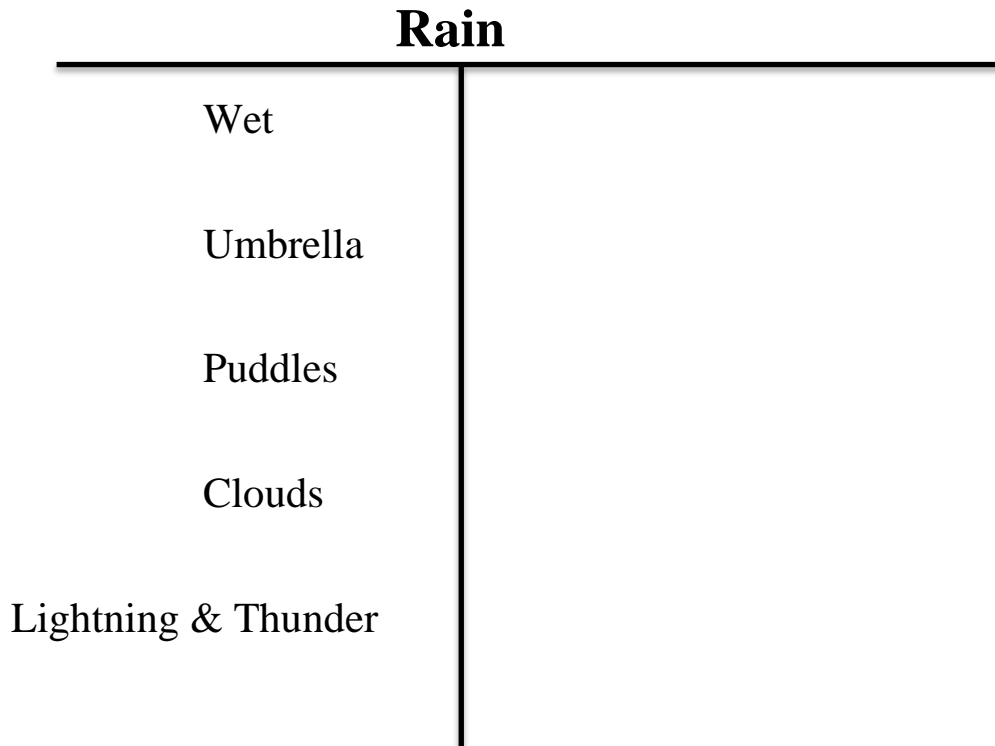
Brainstorming

The writing directions instruct you to first summarize the passage and then identify one idea that you feel is especially significant. You are then asked to develop your essay by explaining why this idea is significant to the world around you, followed by an example that supports this development. This requires critical thinking, which can be achieved through brainstorming before you start writing your essay.

One way to brainstorm ideas is with a **Bubble Map**. In a bubble map, the significant idea that you chose would be written in the center bubble and the ideas that explain its significance will go in the outer bubbles. If there are other points you would like to discuss, you can add more bubbles to the map. Keep in mind that you DO NOT need to write in full sentences. In fact, using key words or phrases will save you time.

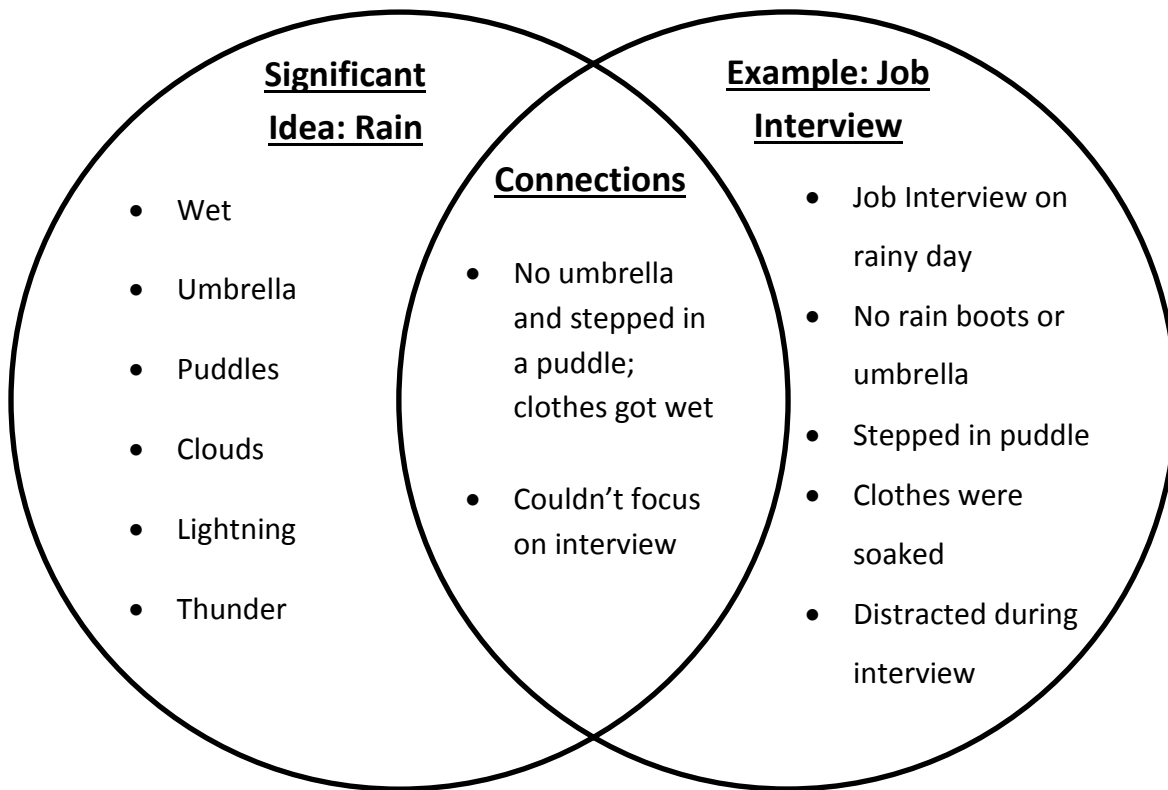


Another way to brainstorm ideas is with a **T-Bar**. A T-Bar can be used for compare/contrast, problem/solution, and cause/effect. As the name suggests, a T-Bar is split into two columns and ideas are written on both sides. Once again, full sentences DO NOT need to be used. It is more efficient to condense your ideas into single words or short phrases. How could you incorporate the ideas you just brainstormed into the T-Bar?



Much like the bubble map, the T-Bar can also help you build your development for your significant idea paragraph. Once you have done this, you can brainstorm ideas for your supporting example paragraph. One way to do this is with a **Venn diagram**.

A Venn diagram is often used for comparing and contrasting two things. In your essay, you can use a Venn diagram to help you make connections between your development and supporting example. For example:



There are many other methods that you can also use for brainstorming. Find one or any combination of methods that work for you! This is a very important step in the writing process and should NOT be skipped. It will save you valuable time later on when writing your essay.

Organizing By Outlining

Outlining is:

- An effective way of organizing the relationships among ideas.
- A way of pulling together important information and showing how ideas interconnect—that is, how each idea is related.
- A form of note taking that provides a visual picture of the structure of ideas within the essay.





An outline should *not* be a recopying of ideas!!

(You may consider outlining as routine copying of information and, therefore, avoid doing it—NOT SO!!)

Outlining has three advantages:

- You learn while you do it. Outlining allows you to think about the essay and sort out the important ideas from those that are less important.
- Because it requires you to express ideas in your own words and to group them, outlining reveals whether you have understood what you have read.
- Thinking about, sorting, and expressing ideas in your own words is a form of repetition that helps you to remember what you just read.

Some suggestions for developing an effective outline:

1.  **Don't get caught up in the numbering and lettering system.** Instead:
 - ✓ Concentrate on showing the importance of ideas.
 - ✓ How you number or letter an idea is not as important as showing what other ideas it supports or explains.
 - ✓ Don't be concerned if some ideas don't fit exactly into outline format.
2.  **Be brief; use words and phrases, never complete sentences.** Abbreviate words and phrases where possible.
3.  **Use your own words rather than lifting most of the material from the essay.** You can use the author's key words and specialized terminology.
4.  **Be sure that all information underneath a heading supports or explains it**
5. **When developing your outline try to think if you would like to include any personal examples and if so, write down some notes about them BEFORE writing the response.**

Let's Practice: Brainstorming and Creating an Outline

Directions: Earlier in the workshop, we reviewed how to build your essay using the Writing Directions.

Using the blank pages in your test booklet, pull out the main idea and major details and develop an outline for **Hype**. Then, you can choose a significant idea and use one of the brainstorming methods to help you explain why it is significant.

BREAK

10 minutes




Please come back on time!!

List Words and Transitions

Transitions are:

- Connectors that when used properly, will help your ideas flow.
- When transitions are used at the beginning of a sentence, they are often followed by a comma.
- *List* words and *Addition* words are part of this group.

 The proper use of transitions is considered in Domains 3 and 4. Familiarize yourself with a few good ones and be sure to use them correctly!

LIST WORDS: List words are common words that often announce a **main** idea. See that all of them end in **s**—a plural that suggests the supporting details will be a list of items.

List Words

Several kinds (or ways) of
Three advantages of
Various reasons for

several causes of
five steps
a number of effects

some factors in
among the results
a series of

ADDITION WORDS:

When expressions like these appear in a sentence, look carefully to see if that sentence might be the main idea. Chances are a sentence with such clue words will be followed by a list of **major supporting details**.

Addition Words

one
first
first of all
for one thing

to begin with
another
second
also

in addition
next
moreover
furthermore

last
last of all
finally

The following is a list of transitions that you can practice with and use on your exam. The columns match up your intention with an appropriate transition. Do yourself a favor—study this list, practice using it, and put it someplace safe for when you go on to your other classes in which writing is required!

Purpose

To give or to find an **example**

Transitions

For example,
To illustrate,
Specifically,
In particular,

To give more **information**

In addition,
Moreover,
Furthermore,

To *compare* two things or ideas

Similarly,
Likewise,
In the same way,

To *contrast* (state a difference)

In contrast,
However,

On the other hand,
Conversely,
Instead,

To *refute* an idea (go against)

On the contrary,

Concession

Nevertheless,
Even so,
Admittedly,
Despite this,

To *emphasize* a point

In fact,
Actually,

Clarification

In other words,
In simpler words,
More simply,

To show the *result* of something

As a result,
As a consequence,
Consequently,
Therefore,
Thus,
So

To show *time relationships*

afterward
first
second
next
then
finally
subsequently
meanwhile
in the meantime

To *conclude*

In conclusion,
To summarize,
As we have seen,
In brief,
In closing,
To sum up,
Finally,

Let's Practice: Using Transitions

Directions: Read the paragraph below. Then, in the space next to each sentence write the appropriate transitions in the places where you think they should go to make this paragraph flow more smoothly. Note: Not every sentence will require a transition before it.

Fast food restaurants like McDonald's or Wendy's are now more appealing to customers than ever. The food tastes good. Millions of people all over the world eat at these fast food restaurants, so they must enjoy the taste. Restaurants like McDonald's offer really fast service. If you want a Big Mac, large fries, and a Coke, all you have to say is "Give me a number one meal." You can simply order by number! Fast food restaurants like McDonald's usually have a large staff working behind the counter to serve you quickly. That means you can get your food just a couple minutes after you order it. Some people don't want to eat at fast food restaurants because they are concerned about eating healthily. Some fast food is high in salt and fat. These people should consider the fact that both McDonald's and Wendy's offer salads with the dressing on the side. McDonald's and Wendy's are popular fast food restaurants with tasty food and fast service, even for health-conscious people.

Homework B: “Hype”

- Read **all** parts of this practice test booklet including the **Writing Directions** on the front cover and inside. Pay attention to the instructions at the top of each page, too.
- Read the **Reading Passage** on the next page and write your essay as instructed in the Writing Directions below it. Use the Outline you worked on in class today to help you write your response essay.
- Take no more than **90 minutes**; *time yourself*.
- At the next workshop class, please **hand it in** to your facilitator/s. Your facilitator/s will use make comments to help you focus on areas in your writing that you can improve upon.
- Use the outline you worked on in class to help you write the essay. If you didn’t finish it during the session then continue working on it before you write the essay.

You will get a separate booklet in which to do your homework. It will be collected during the next workshop session.

Hype

Advertisements are the most prevalent and toxic of the mental pollutants. From the moment your alarm sounds in the morning to the wee hours of late-night TV, commercial pollution floods your brain at the rate of about three thousand marketing messages per day. Every day an estimated 12 billion display ads, 3 million radio commercials, and more than 200,000 TV commercials are dumped into North America’s collective unconscious. The increase in commercial advertising has happened so steadily and relentlessly that we haven’t quite woken up to the absurdity of it all. No longer are ads confined to the usual places: buses, billboards, stadiums. Anywhere your eyes can possibly come to rest is now a place that, in corporate America’s view, can and ought to be filled with a logo or product message.

You fill your car with gas, and there’s an ad on the nozzle. You wait for your bank machine to spit out money and an ad scrolls by the little window. You drive through the countryside and the view of the wheat fields is broken at intervals by enormous billboards. Your kids watch Pepsi and Snickers ads in the classroom. A company called VideoCarte installs interactive screens on supermarket carts so that you can see ads while you shop. (A company executive calls the little monitors “the most powerful micromarketing medium available today.”) There is nowhere to run. No one is exempt and no one will be spared. In the silent moments of my life I often used to hear Beethoven’s Ninth Symphony play in my head. Now I hear that kid singing the Oscar Meyer wiener song.

Excerpted from Kalle Lasn. “Hype,” Signs of Life in the USA: Readings on Popular Culture for Writers, 4th ed. (Sonia Maasik & Jack Solomon, eds.) Boston: Bedford/ St.Martin’s, 2003. 217-220

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that will help your reader follow your thinking. You will have 90 minutes to complete your essay.

CAT-W

Prep Workshop

STUDENT Workbook



6D v8.1 12/16

Day 3

Strengthening Your Comprehension

Directions: Read through the passage slowly and carefully and ask yourself “W-H” questions to test your understanding. For sections that you don’t understand, try to reword, or paraphrase them into simpler sentences using vocabulary that you know or looking up different words you are not sure about.

Individuals in Groups

Something happens to individuals when they are in a group. They think and act differently than they would on their own. Most people, if they observe some disaster or danger on their own – a woman being stabbed, a pedestrian slammed by a hit-and-run driver – will at least call for help; many will even risk their own safety to intervene. But if they are in a group observing the same danger, they hold back. The reason has more to do with the nature of groups than the nature of individuals.

In one experiment in behavioral psychology, students were seated in a room, either alone or in groups of three, as a staged emergency occurred. Smoke began pouring through the vents. Students who were on their own usually hesitated a minute, got up, checked the vents and went out to report what certainly seemed like a fire. But the students who were sitting in groups of three did not move. They sat there for six minutes, with smoke so thick they could barely see, rubbing their eyes and coughing.

In another experiment, psychologists staged a situation in which people overheard a loud crash, a scream and a woman in pain, moaning that her ankle was broken. Seventy percent of those who were alone when the “accident” occurred went to her aid, compared with only 40 percent of those who heard her in the presence of another person.

Psychologists call this “diffusion of responsibility” or “social loafing.” The more people in a group, the lazier each individual in it becomes. Often, observers think nothing needs to be done because someone else has already taken care of it, and the more observers there are, the less likely any one person is to call for help.

Adapted by “In Groups We Shrink” by Carol Tavris. Originally published in the Los Angeles Times. 1991.

As a class, read each question and answer on the lines provided.

Let’s look a little closer: Read and answer the following questions with your group.

What is the author’s main idea? What general point does the entire passage support?

Using the W-H questions, determine the major supporting details in the passage.
Remember, not all points will be directly stated; you may have to make an ***inference!***

Now that we have listed the author’s most important ideas, what is the next thing we should do, according to the Writing Directions?

BREAK

10 minutes



Please come back on time!!!

Developing a Significant Idea

- Choose **ONE** idea from the passage and state the idea as either a *paraphrase* or a *direct quote*.
- After you have chosen **ONE** idea that you find significant, the Writing Directions ask you to explain **WHY** you feel this idea is significant.
- You should use the W-H questions to help you develop this idea and explain its importance.
- Think about how this applies to other people and society in general.
- You can make inferences based on the reading and your knowledge of the world around you.
- You must provide logical reasons and appropriate details to support your thinking.
- Always ask yourself: “**WHY** is this idea significant?”
- Make sure your development connects back to the reading passage. If you cannot make *clear connections*, you may have gone off-topic.

ROUND ROBIN Significant Idea



- 1. You will vote, as a class, on which significant idea should be developed from “Individuals in Groups.”
- 2. Then, we will write a full body paragraph TOGETHER, on the board.

Developing Paragraphs:

- This is where the ideas you present must be supported with details, examples, or personal experiences. They may be drawn from a variety of sources but **must support specific ideas** from the reading passage.
- You need to show the readers that you are able to **integrate** supporting details with reference to specific ideas from the reading passage.
- This means you **MUST CONNECT** your ideas, experiences, and/or an example to SPECIFIC ideas in the reading—always ask yourself:
 - ✓ What does what I’m writing have to do with this passage?
 - ✓ How exactly are my ideas connecting back to the passage?
 - This part of the response is evaluated in **Domain 2 (Development of Writer’s Ideas)** and **Domain 3 (Structure of the Response)**. **KEY WORDS: “Support” and “evidence”** Let’s return to the rubric to recall these domains.

“evidence”: evidence is information that **paints a mental picture** in the mind of the reader of **how and why** your thoughts are as they are. For this paragraph, you should draw (use) information from:

- The CAT-W reading passage
- Something you read in a book (any book)
- Heard on the news
- Learned in school
- Read on the Internet, or anywhere else

Make sure that whatever **evidence** you use **directly supports the point** you are trying to make by having a clear and direct connection between the major detail you have chosen from the passage to what you want to explain!

When Kalle Lasn writes how advertising is absolutely everywhere she is not at all exaggerating! A few weeks ago I was in LaGuardia Airport waiting for a flight to Kansas to visit some family. While waiting I decided to walk around a bit to kill some time. Pacing the waiting area was more like walking through an advertising magazine than an airport terminal! Billboards and signs advertising everything from fast food, to perfume, to hosiery! Of course I had to order a pretzel because the billboard with the perfect soft and salty twist of dough called out to my not-very-hungry-but-what-the-heck-stomach. I then found myself purchasing magazines about home renovations and exotic travel when I knew full well I did not have the money for either—the colorful pages were calling for me to dream. Finally, before heading back to my gate I stopped in the restroom. I shut the stall door behind me to sit down and do my business in peace, only to be stared at by a tampon advertisement set above a condom *lifestyles* ad!! Is nothing sacred? Maybe I overreact when I say that I felt bombarded for that 20 minutes time period prior to my flight, but I did. Without realizing it, I had spent almost \$30.00 on the pretzel and magazines, only to have this

followed up by suggestions for how to handle my intimacy and intimate areas! These things were thrust upon me—like it or not, so yes, Lasn is right when she writes “there is nowhere to hide”—not even in the restroom!!

What’s the *significant idea* was written about in the paragraph above? Write it here:

Follow these steps when constructing any paragraph:

- **Opening (a major detail):** Your opening needs to be a reference to the passage. It can be a direct quote or a paraphrase. The important thing here is that your example **BEGINS** from the passage.

Sample Opening:

When Kalle Lasn writes how advertising is absolutely everywhere she is not at all exaggerating!

- **Discussion of Ideas (minor details):** Your example should be personal and believable, though it need not be true—remember the readers do not know you!! Your discussion should be full of minor details and should paint a clear picture of your “story” in their mind! Like a painter uses a brush to create a painting, you must use your words to create an effective example! Remember to integrate the reading passage into your example.

Sample of a discussion:

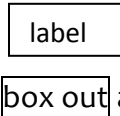
A few weeks ago I was in LaGuardia Airport waiting for a flight to Kansas to visit some family. While waiting I decided to walk around a bit to kill some time. Pacing the waiting area was more like walking through an advertising magazine than an airport terminal! Billboards and signs advertising everything from fast food, to perfume, to hosiery! Of course I had to order a pretzel because the billboard with the perfect soft and salty twist of dough called out to my not-very-hungry-but-what-the-heck-stomach. I then found myself purchasing magazines about home renovations and exotic travel when I knew full well I did not have the money for either—the colorful pages were calling for me to dream. Finally, before heading back to my gate I stopped in the restroom. I shut the stall door behind me to sit down and do my business in peace, only to be stared at by a tampon advertisement set above a condom *lifestyles* ad!! Is nothing sacred? Maybe I overreact when I say that I felt bombarded for that 20 minutes time period prior to my flight, but I did. Without realizing it, I had spent almost \$30.00 on the pretzel and magazines, only to have this followed up by suggestions for how to handle my intimacy and intimate areas!

- **Closing:** Your paragraphs need to have a *closing*. A closing is the last few sentences of the paragraph that connect your idea(s) back to the passage. This will make sense of your thoughts for the reader. If you are not able to do this, chances are you may have gone off-topic by discussing an idea that is unrelated to the point in the passage!

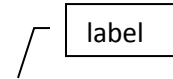
Sample Closing:

Maybe I overreact when I say that I felt bombarded for that 20 minutes time period prior to my flight, but I did. Without realizing it, I had spent almost \$30.00 on the pretzel and magazines, only to have this followed up by suggestions for how to handle my intimacy and intimate areas! These things were thrust upon me—like it or not, so yes, Lasn is right when she writes “there is nowhere to hide”—not even in the restroom!!

What details and “visual images” from the reading passage “Hype” did the writer integrate into the example paragraph above? Write them here:

Here is another well-developed Paragraph for *Hype*—separately  and label the **opening**, **discussion**, and **closing**:

While it is true that advertising is as prolific as Kalle Lasn writes, I also think there is a place for it in our society. My ten-year old son Michael has flat feet—his arches have fallen and cause him a great deal of pain whenever he runs. I have taken him to Dr’s, tried different shoes, you name it. One night when I couldn’t sleep an infomercial came on for “walk-fit inserts” for shoes. For the \$20.00 they promised to cure all kinds of foot, leg, and joint pain. I decided to order them and let me say, that was the best \$20.00 I ever spent. His relief was immediate and still remains three months later. I would have never known of this product if not for the advertisement. Therefore, while I understand the negative effects of advertising discussed in this passage, I do believe there is at least one positive attribute-knowledge of helpful new products!



Now, let's look at an example paragraph for ***Individuals in Groups***. —separately **box out** and label the **opening, discussion, and closing**:

Carol Tavis points out that a group is less likely to aid another person who is in danger. Even though this is true in some cases, it does not apply to everyone. For instance, I saw a story on the news that supports the opposite idea. In New Zealand, three women were sitting at a bar when they saw a young woman and man sit down across from them. When the woman went to the bathroom, the man sprinkled something into her drink. The three women saw this and alerted the bartender. Unfortunately, the bartender chose not to get involved, so the three women rushed to the bathroom to alert the young woman on her own. They then called the police and the man was arrested. Unlike the idea that Tavis presents, these three women worked together to save someone else. Therefore, being in a group does not necessarily stop people from helping others in danger.

How is this paragraph different from the previous paragraphs?

Does your example have to be something that actually happened to you? Why or why not?

BREAK
10 minutes



Please come back on time!!!

Time Management: Reading & Writing

Line 6: “You will have 90 minutes to complete your essay.”

How much time should you take to read the passage, do an outline and write your essay? Well, it’s an individual decision but here’s a guide that can help you answer all the requirements of the Writing directions within the allotted 90 minute time frame.

PREVIEW the reading passage 5 minutes

To preview the reading passage, look at the Title and any other information included from its source. You’re trying to get a quick idea of what the passage is about and what the highlights are.

Read the passage CLOSELY 10 minutes

Read the entire passage making notes. Box the main idea.

Circle the major details; underline the minor details. When you read closely, you’re looking for deeper meaning than you do when you just preview.

OUTLINE what you plan to write 10 minutes

Brainstorm for ideas and come up with a plan to follow when writing your essay. The outline should include: the overall main idea, then major details, and the significant idea that you feel is important. The outline will help you with the organization and structure of your essay response.

SUMMARY/Intro 10 minutes

In your own words, summarize most, if not all, of the author’s main ideas. Look back at what you boxed, circled and underlined as the main idea, major and minor details. The summary will be the intro to your essay.

Body Paragraphs/Significant Idea 35 minutes

Pull out one of the author’s ideas that YOU FEEL is significant. Explain WHY you feel it’s significant using examples from your personal life, education, magazines, newspapers, books or even the reading passage. One paragraph is for the significant idea and the other should be the example which further develops your essay and explains the significance. Remember to INTEGRATE the reading passage.

CONCLUSION 10 minutes

Sum up your essay in a few sentences. Remind the reader what the author’s main idea is and what you felt was significant.

PROOFREAD/Review your essay 10 minutes

Reread your essay to make sure you’ve answered the Writing Directions. Look over your grammar. Make any corrections above the sentence. Cross out neatly. DO NOT write your corrections in the margins of your essay response.

Practice Exam

You will have a practice exam today! Use your paperback dictionary to look up the words you don't understand.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that will help your reader follow your thinking. You will have 90 minutes to complete your essay.

You will receive a separate sheet in which to do this homework. It will be collected during the next workshop session.

Homework “T”: Think Before You Tweet

- Read all parts of this practice test booklet including the **Writing Directions** on the front cover and inside. Pay attention to the instructions at the top of each page, too.
- Read the **Reading Passage** on the next page and write your essay as instructed in the Writing Directions below it.
- Take no more than **90 minutes**; *time yourself*.
- At the next workshop class, please **hand it in** to your facilitator/s. They will comment on your writing in order to help you focus on areas that you can improve upon.

Last Name _____ First Name _____

Workshop #: _____ Date _____

This is a test of your writing skills. You will have **90 minutes** to read a brief passage and prepare a multi-paragraph writing sample in response to the reading. Your response must be written only on the paper in your test booklet. Before you begin writing your response, read the writing directions carefully to understand exactly what you are being asked to do. If you finish writing before time is up, you may review your work. Use your time efficiently.

Your response should be as well written as possible. Your writing will be evaluated on the following criteria: your ability to demonstrate understanding of the reading passage, to address all parts of the writing directions, to organize and develop your ideas, and to use correct English sentence structure and the grammatical conventions of edited American English.

In your test booklet, pages 3 and 4 are to be used to organize your writing. These pages will not be evaluated. Your writing sample score will be based only on the writing provided on pages 5 through 8. To ensure that you have enough room to finish, do not skip lines. Corrections or additions may be made neatly between the lines of your response, but do not write in the margins of the test booklet. Write clearly, as illegible writing cannot be scored.

Homework Assignment “T”

Begin by reading the passage below

Think Before You Tweet

At Bowdoin College, admissions officers are still talking about the high school senior who attended a campus information session last year. Throughout the presentation, she posted negative comments on Twitter about her fellow attendees, repeatedly using a common curse word. Perhaps she hadn’t realized that colleges keep track of their mentions on social media sites.

“It was incredibly foolish of her to do that,” Scott Meiklejohn, Bowdoin’s Dean of Admissions, said. The college ultimately denied the student admission because her academic record wasn’t competitive. But had her credentials been better, those indiscreet posts could have ruined her chances of gaining admission. “We would have wondered about the judgment of a student who spends their time on their mobile phone and makes such awful remarks,” Mr. Meiklejohn explained.

Some high school seniors may not realize that comments they casually make online could negatively affect their prospects for admission. Research from Kaplan Test Prep suggests that online scrutiny of college hopefuls is growing. On a recent survey of college admissions officers, 31 percent said they had visited an applicant’s Facebook or other social media page and that information they discovered online had negatively affected an applicant’s prospects. Christine Brown, Executive Director at Kaplan test Prep confirmed that “students’ social media and digital footprint can sometimes play a role in the admissions process.”

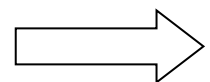
Most colleges, Ms. Brown says, don’t have formal policies about admissions officers supplementing student files with their own online research. If colleges find troubling material, they may not notify the applicants involved. “It’s a huge problem,” said Bradley Shear, a lawyer specializing in social media law. Colleges might mistakenly identify the account of a person with the same name as a prospective student applicant, potentially leading to unfair treatment. “Often,” he added, “false and misleading content online is taken as fact” when it may just be fiction.

In an effort to help high school students avoid self-sabotage online, guidance counselors are tutoring them in scrubbing their digital identities. At Brookline High School in Massachusetts, juniors are taught to delete alcohol-related posts or photographs and to create socially acceptable email addresses.

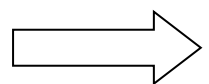
Adapted from Natasha Singer’s , “They Loved Your G.P.A. Then They Saw Your Tweets,” in the New York Times, 2013.

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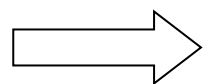
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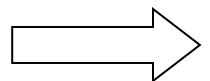
Use pages 3 & 4 for organizing what you plan to Write



Use pages 3 & 4 for organizing what you plan to Write

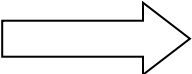


Continue Your Essay Writing Sample on this Page



Continue Your Essay Writing Sample on this Page

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Continue Your Essay Writing Sample on this Page



This completes the first half
of your workbook.

More is coming...

You will receive the second half
of the workbook at the next
workshop session.

Notes: