

Text Structure Quiz

Direction: read each passage and identify how the information is being organized.

1. Ice-cream is a delicious frozen treat that comes in a many different colors and flavors. Two of my favorite flavors are strawberry and chocolate. Though both of these flavors are delicious, strawberry may contain pieces of fruit while chocolate usually will not. Even though more chocolate ice-cream is sold across the country annually than strawberry, each flavor tastes great inside of a milk shake.

- a. cause and effect
- b. compare and contrast
- c. chronological
- d. spatial / descriptive
- e. sequence / process

2. The ice-cream shop around the corner from my house has the best ice-cream in the city. When you first walk inside, there is a long chrome counter with matching stools extending to alongside the far wall. Right where the counter stops, the booth seating begins. There are lots of old-timey knickknacks on the walls and chrome napkin holders on all the tables. My favorite part of the shop is behind the counter glass, where they keep all of the ice-cream flavors. A rainbow of delicious sugary flavors is kept cool and delicious behind the counter glass.

- a. problem and solution
- b. compare and contrast
- c. chronological
- d. spatial / descriptive
- e. sequence / process

3. Freezer burn may have wasted more ice-cream than sidewalks. If you don't know, freezer burn is when ice crystals form on the surface of ice-cream. These ice crystals can ruin the texture and flavor of the ice cream. But you can prevent freezer burn. Since freezer burn is caused when melted ice-cream is refrozen, rather than eating your ice-cream from the container as it melts, scoop your ice-cream into a bowl and put the container back in the fridge immediately. Doing this ought to help you solve your issues with freezer burn.

- a. problem and solution
- b. compare and contrast
- c. chronological
- d. spatial / descriptive
- e. sequence / process

4. No one knows the true origin of ice-cream, but the first published ice-cream recipe appears in "Mrs. Mary Eales's Receipts," a cook book that was printed in London in 1718. Sometime around 1832, an African American confectioner named Augustus Jackson created multiple ice cream recipes and invented a superior technique to manufacture ice cream. Ice cream soda was invented around 1874, but the real breakthrough may have been at the 1904 World's Fair in St. Louis, Missouri, when the American ice-cream cone was unveiled!

- a. problem and solution
- b. cause and effect
- c. chronological
- d. spatial / descriptive
- e. sequence / process

5. Making ice-cream is not easy. Cream and sugar have to first be mixed in a frozen container. Ingredients may be added at this point, if desired. The mixture must be stirred and whipped until the cream and sugar mixture is frozen. Depending on the equipment, this may take as long as an hour. After the ice-cream is prepared, it must be kept frozen until it is ready to be enjoyed. Making ice-cream is difficult, but most people would agree that it is worth the trouble.

- a. problem and solution
- b. compare and contrast
- c. chronological
- d. cause and effect
- e. sequence / process

6. Have you ever had an ice-cream headache? That's when a painful sensation resonates in your head after eating something cold (usually ice-cream) on a hot day. This pain is produced by the dilation of a nerve center in the roof of your mouth. The nerve center is overreacting to the cold by trying to heat your brain. Ice-cream headaches have turned many smiles to frowns.

- a. problem and solution
- b. compare and contrast
- c. chronological
- d. spatial / descriptive
- e. cause and effect

7. One time my mom and I made ice-cream. We added sugar and cream into a big glass bowl. We kept it frozen in the middle of a bigger glass bowl. While it froze, I stirred the mixture with a hand mixer. It was the first time that had I used one and it splattered ice-cream mixture all over the kitchen. The rest of the mixture finally froze, so we ate some ice cream, and then put the remaining portions in the freezer so that it wouldn't get freezer burned. That was a good day.

- a. problem and solution
- b. compare and contrast
- c. chronological
- d. spatial / descriptive
- e. cause and effect

8. It was the most beautiful banana split that I had ever seen. In the middle of the bowl, there were three scoops of ice-cream: chocolate, strawberry, and vanilla. On top of the ice-cream were a banana and a thick web of chocolate and caramel sauces. A huge puff of whipped cream covered the sauces and a handful of crushed nuts dapped the whipped cream. On top of it all was a cherry, but I've never liked the soggy squish of cherries.

- a. problem and solution
- b. compare and contrast
- c. sequence/process
- d. spatial / descriptive
- e. cause and effect

9. When it comes to making ice-cream, you can do it the traditional way, by stirring it in a frozen container, or you can use liquid nitrogen to freeze your mixture. There are some advantages to using liquid nitrogen. Since liquid nitrogen freezes the mixture faster, the crystal grains are smaller, giving the ice-cream a creamier texture. The downside is that ice-crystals grow faster in ice-cream prepared using liquid nitrogen, so it must be stored at much colder temperatures. Both methods produce a distinct texture, and both are delicious.

- a. problem and solution
- b. compare and contrast
- c. sequence/process
- d. spatial / descriptive
- e. cause and effect

Matching: match the definition to the term and shade in the appropriate bubble.

10. An action and its results are discussed	a. chronological
11. Information is organized in order of time	b. problem and solution
12. a difficulty is described and an answer is offered	c. sequence / process
	d. cause and effect

13. Differences and similarities of two or more things are discussed	a. cause and effect
14. Explains how something happens or is done, step-by-step	b. spatial / descriptive
15. Describes how something looks or the arrangement of a space	c. compare and contrast
	d. sequence / process



Connor's Life

VOCABULARY

autism spectrum

disorder: a condition that affects the brain

aide: helper

therapists: people who help others with their problems

sarcasm: use of teasing to be funny, mean, or hurtful

disabilities: things that limit a person's abilities

For years, Connor, 18, kept his condition a secret. But once he shared the truth, his whole world changed.

BY CONNOR ARCHER, AS TOLD TO JESSICA PRESS

My family says I was the happiest baby. But when I was 3 years old I still didn't talk or play with other kids. I was off in my own little world. I had a hard time knowing how to act around people. I couldn't express my feelings. I had temper tantrums. I'd lie on the floor, kicking and screaming. Once, I flipped over a bunch of chairs in my house.

COURTESY OF CONNOR ARCHER



With Autism

Getting Help

When I was 3, doctors said that I had **autism spectrum disorder**. Autism can affect how you think, talk, move, act, and understand others. One expert said I might never talk! My parents wanted to help me however they could. My mom got me into a preschool here in Maine where teachers were trained to help children like me.

Next I went to a regular public school. My parents wanted to keep me with kids of all abilities so that I could learn from them.

Starting in kindergarten, my mom invited kids from my class to our house for Halloween and birthday parties. After that, other kids included me.

I still didn't talk much, but I made friends. Maybe

they could tell I was different in some way. But they accepted me. I've had the same group of friends ever since I was a kid.

Working Hard

I had an **aide** with me at school until third grade. I met almost every day with special **therapists**. I learned to do so many new things. I started playing trumpet. I ran track.

Turn the page ➡

SHARING HIS STORY

Connor often talks to students about what it's like to be a person with autism. Here, he poses with kids at Viola Rand School in Maine.



In eighth grade, I became student council president.

But sometimes it still took me a while to find the right words. And sometimes I was still in my own little world.

Some people teased me for the way I spoke, moved, and acted. They called me names or didn't include me, so I felt left out. I didn't know how to ask them to stop or ask how to join their group.

Other times I didn't even

realize they were teasing me. Autism can make it hard to understand **sarcasm**.

People can be mean when they don't understand why you're different. And almost no one at school knew I had autism. It was like I had a big secret. But I realized it might help me if more kids knew.

In 10th grade, I had to do a presentation for health class. I decided to explain that I had autism and how it affects my

life. I was so scared to talk about it. But I also wanted to tell the truth so that people would finally understand me.

Afterward, kids actually thanked me for sharing. Some of them were people who had made fun of me. I felt like a weight was lifted off my shoulders. And now, instead of focusing on hiding my secret, I could focus on my future.

Helping Others

Soon I started the Courageous Steps Project to help kids with autism or other **disabilities**. They can live as fulfilling a life as I do.

We've raised more than \$30,000 so far. The money helps schools buy things like iPads and stress-relief toys to help students with disabilities.

Experts said I might never talk. But now I speak to large groups of people about disabilities. And I talk to kids about what it's like to grow up with autism.

I'm a freshman in college. I still need to take breaks and get a lot of sleep. It takes a lot of mental energy to get through a day.

People with autism never beat it. But we can do amazing things for ourselves and others. As I said in my school presentation, "I am exactly the way I am supposed to be." •



COURTESY OF CONNOR ARCHER

Action Activity

You’ve just read “Connor’s Life With Autism.” Now it’s time to do this activity.

WHAT TO DO: Imagine that you are Connor Archer. A TV reporter read about you in *Action* and wants to know more about you. Answer the questions below.



HAVING FUN FOR A GOOD CAUSE
Connor (right) stands with volunteers in front of an ice cream truck at an event for his organization.

1. What made you decide to share your story with *Action* readers?

2. What do you think you gained by going to a regular public school?

5. What would you tell another teen who is being teased because he or she has a condition such as autism?

3. How did you feel after your presentation about autism in health class?

GO FURTHER!
FIND ACTIVITIES
ONLINE

Answers are in the Teacher’s Guide.

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Grace and her brother, Carl

What would you tell people not to do?

You might notice behavior that's not ordinary—he might make funny

him. That's really mean. Don't give him strange looks if he gets upset or talks loudly in public. I've seen people give him annoyed looks, and this upsets me, because he can't help it. They don't know the situation.

What might surprise people?

I've had people I know say, "It's so sad your brother has

him. Cat is sweet and amazing. We do everything together as a family. We travel. We visit friends. We go to parties. We love him, and his friends love him, for who he is. He has a happy and interesting life. ☺

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Courtesy of Connor Archer (all images)
courtesy of Dupont family

get this activity online.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “My Life With Autism” and “My Brother Has Autism.” Then answer the questions below.

1. Consider this line from page 19: “I was so exhausted from the night before that I crashed right there on the floor in her hospital room.” As used above, *crashed* is most close in meaning to

Ⓐ ran into.

Ⓑ fell asleep.

Ⓒ exploded.

Ⓓ clattered.
4. On page 20, the line “I felt as though a weight had been lifted off my shoulders” contains an expression that

Ⓐ illustrates Connor’s physical strength.

Ⓑ emphasizes how tired Connor was.

Ⓒ shows the weight of Connor’s backpack.

Ⓓ reveals the relief Connor felt after sharing his story with his classmates.

2. Which word best describes Connor’s tone (or attitude) as he talks about his parents in the section “Getting Help”?

Ⓐ thankful

Ⓑ angry

Ⓒ surprised

Ⓓ humorous
5. Which statement CANNOT be supported by information in “My Brother Has Autism”?

Ⓐ ASD varies from case to case.

Ⓑ ASD is a developmental condition.

Ⓒ The cause of ASD is well-understood.

Ⓓ There are ways people can better understand and support people with ASD.

3. Which line most clearly shows the author using the tone you identified in question 2?

Ⓐ “One doctor told my mom that I might never talk.”

Ⓑ “My parents were determined to help me however they could.”

Ⓒ “After that, they began including me more.”

Ⓓ “I began talking a little when I was 5.”
6. On page 21, Grace Dupont says of her brother Carl, “We love him, and his friends love him, for who he is.” Which sentence from “My Life with Autism” contains a similar idea?

Ⓐ “Maybe they could tell I was different in some way, but they accepted me anyway.” (p. 19)

Ⓑ “Because of this, some people teased me for the way I spoke, moved, and acted.” (p. 20)

Ⓒ “Sometimes I didn’t even realize kids were teasing me.” (p. 20)

Ⓓ “They called me names or didn’t include me.” (p. 20)

Constructed-Response Questions



Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. On page 20, Connor says, “It took a team of professionals—a whole community—to help me get to where I am today.” What does he mean? Use text evidence to support your answer.

8. How do Connor and Grace help others understand and support people with autism? Use details from the text to support your answer.

Name: _____

Date: _____

Close-Reading Questions

“My Life With Autism”

1. Connor writes that his parents “were determined to help” him. How does he support this statement? (supporting details)

2. What is the purpose of the section “A Big Secret”? (text structure)

3. Consider the name of the project that Connor founded: Courageous Steps. Based on what you know about Connor, what might this name mean? (inference)

4. Consider the last line of the personal essay in which Connor says he is exactly the way he is supposed to be. What do you think Connor means? (interpreting text)

Name: _____ Date: _____

Critical-Thinking Questions

“My Life With Autism” and “My Brother Has Autism”

1. Connor writes that kids can be mean when they don't understand someone. Do you agree? Explain your answer.

2. How can our understanding of autism be increased?