

Grade 11 -- Informational Cup Holder *Technology* – Really?

While looking for a car, today's consumer expects there to be a cup holder in every conceivable place to put a cup. On the floor, in the console, and even attached to toddler's car seats, cup holders have become an important part of marketing when it comes to selling cars. The first cup-holder was a contraption that was held to the dash by two cords and stuck to the metal dashboard with suction cups. The intent was to devise something that could hold an open drink without spilling it out on the occupants of the car. Seems simple, doesn't it? It was a welcome invention to the car or truck owner.

The progression of this invention has closely followed the consumer's need to have everything at their disposal no matter where they may be, even in a moving vehicle. As automobiles have become more sophisticated, the cup holder has become an important addition to the technological development of vehicle interiors. While there seems to be nothing technical about it, the planning and devising of such a convenience can be quite involved.

Early cup holders were made separately to be slid into the window space and to hold a standard-sized cup. Styrofoam coffee cups, paper drink cups, and soda cans could ride aside the driver and be easily accessed without too much trouble. This was a great invention for the commuter and traveler who relied on the travel time to also ingest their morning coffee. Compared to a basic, cumbersome holder, this single cup holder was wonderful. But, it wasn't perfect. Bumpy roads and short stops frequently had drivers trying to catch a catapulted cup before it spilled all over them – usually without success. Not to despair, however, the technological wizards in the automobile industry were already on the job.

Soon, as new models were released with the dawn of a new fiscal year, cup holders were devised to be part of the make up of the vehicle. A breakthrough was made when the engineers of interiors created a thin, circular drop- in convenience. Now, as part of the automobile's design, cup holders no longer bounced drinks out of their hold and onto driver's laps. This worked well, as long as the consumer used a cup the size of the standard cup holder.

Not to be left behind in the modern age of technology, new and better cup holders were invented. Now, instead of circular pull-outs, cup holders were formed to the floor, console, and door of updated cars and trucks. These were a little bit larger to keep up with the growing size of drinks consumers took with them on their trips. Eventually, they were made not only larger, but with cut-out areas for cup handles. Then was added the rubber insert to accommodate more than one size in one cup holder, closely followed by the cup holder-cell phone holder combination.

The term that was seen as a joke by car enthusiasts everywhere has now become an expectation in modern automobiles. The use of technology will keep growing not only in the automobile industry, but in every other industry as well. From cords and suction cups to molded cup-phone combination holders, consumers can expect even more conveniences as they travel into the future.

1) What is the author's purpose in this passage? (LA.12.1.6.a)

- a) to describe
- b) to entertain
- c) to inform
- d) to persuade

2) Why were cup holders invented? (LA.12.1.6.j)

- a) to prevent accidents
- b) to limit the amount of spilled drinks
- c) to allow occupants to have everything at their disposal
- d) to save commuting time

3) Which characteristic describes the first cup holder? (LA.12.1.6.j)

- a) It was a circular pullout.
- b) It was located on the dashboard.
- c) It was located between the passenger and the driver.
- d) It was made separately to slide into the window space.

4) Based on the passage, which conclusion can the reader make? (LA.12.1.6.j)

- a) Cup holders in cars are not necessary.
- b) People don't buy cars without cup holders.
- c) People should not drink any beverage while driving.
- d) Cup holders in cars will continue to evolve as technology improves.

5) What prediction can the reader make about cup holders? (LA.12.1.6.g)

- a) Cup holders will improve.
- b) The number of cup holders will increase.
- c) The number of cup holders will decrease.
- d) Cup holders will be replaced by different technology.

6) "Cup Holder Technology - Really?" is an example of which literary genre? (LA.12.1.6.g)

- a) drama
- b) narrative
- c) expository
- d) historical fiction

7) Which organizational pattern is used in this passage?(LA.12.1.6.e)

- a) cause/effect
- b) chronological/sequence
- c) compare/contrast
- d) question/answer

C4L Reading - Item Writing Tally Sheet

Grade 12 - Informational

Passage Name: Cup Holder

Gr12 Vocabulary	DOK Levels	DOK 1	DOK 2	DOK 3	Total Items
LA 12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.					
LA 12.1.5.a <i>Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies</i>	1, 2				
LA 12.1.5.c <i>Independently apply appropriate strategy to determine meanings of unknown words in text</i>	2				
LA 12.1.5.d <i>Use semantic relationships to evaluate, defend, and make judgments</i>	2,3				
Gr12 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Total Items
LA 12.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.					
LA 12.1.6.a <i>Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources</i>	2, 3		1		1
LA 12.1.6.c <i>Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)</i>	2, 3				
LA 12.1.6.d <i>Summarize, analyze, synthesize, and evaluate informational text</i>	2, 3				
LA 12.1.6.e <i>Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)</i>	2				1

<p>LA 12.1.6.f <i>Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)</i></p>	2, 3				
<p>LA 12.1.6.g <i>Analyze and evaluate inferences based on the characteristics of narrative and informational genres and provide evidence</i></p>	2, 3		2		2
<p>LA 12.1.6.j <i>Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers</i></p>	1, 2, 3	2		1	3