

## Grade 11 -- Informational Garlic

Hmmmmm. What is that smell? Could it be food that's been around for over 6,000 years? As a matter of fact, yes! Garlic is one of the oldest seasonings – and odors – on the menu today. Although garlic was once scorned as a substandard ingredient, Americans now consume more than 250 million pounds of this pungent product annually. Garlic, a spice with a long and varied history, is now celebrated around the world for its flavor and health benefits.

Garlic plants have small, white flowers and leaves that are long, narrow and flat like grass. The bulb, or head, which grows underground, is made up of several smaller parts, called cloves. The cloves are enclosed in a papery, whitish skin. The garlic cloves are the only part of the plant that is edible and used in cooking.

Evidence of the uses of garlic dates back to the ancient Egyptians, who placed sculptured clay garlic bulbs in Tutankhamen's tomb. Historically, this relative of the onion has been used as currency, as well as fuel for multiple myths and superstitions. Perhaps the most well known of these is garlic's use as a repellent for vampires. Even Greek Olympian athletes chewed garlic to improve their performance.

Garlic is believed by many to have health benefits, although many, such as improvement in cholesterol levels, have not been scientifically proven. Garlic also has been shown to have antifungal and antibiotic properties. A chemical called allicin in raw, crushed garlic kills bacteria under laboratory conditions. Some believe garlic can improve the immune system and help to prevent colds. Garlic is a great source of vitamins B6 and C, as well as anti-oxidants that protect the body from harmful compounds. Garlic sprays are used to repel insects including some types of mosquitoes. Since garlic seeps through the pores in one's skin when large amounts are eaten, some theorize that this layer of garlic oil creates a barrier for the biting pests. One must use caution if consuming large amounts of garlic, however, since it may cause problems with some prescription medications, irritate the digestive system, or create allergic reactions. Folks who consume a great deal of garlic may also find that their breath has a telltale aroma, but those dedicated to the health benefits discount this problem, saying, "Garlic breath is better than no breath!"

Some enthusiasts are so passionate about garlic that they have organized a festival devoted to the odiferous herb. Since 1979, millions have traveled to Gilroy, California for this event each July. Music, arts and crafts, and the famous garlic cook-off draw the newly curious and the experienced aficionado. Recipes for garlic nachos, garlic ice cream, and garlic soup tantalize tourists and help to raise money for charitable causes.

From home remedies and money, history to modern times, garlic is certainly an herb of great influence.

1) How are the words **pungent** and **odiferous** related to one another? (LA.12.1.5.d)

- a) They are antonyms.
- b) They are synonyms.
- c) They are homonyms.
- d) They are pseudonyms.

2) Which analogy is correct? (LA.12.1.5.d)

- a) Pungent is to odiferous as passionate is to apathetic.
- b) Pungent is to odiferous as passionate is to beneficial.
- c) Pungent is to odiferous as passionate is to enthusiastic.
- d) Pungent is to odiferous as passionate is to organized.

3) Which organizational pattern is used in paragraph 4? (LA.12.1.6.e)

- a) fact and opinion
- b) problem and solution
- c) compare and contrast
- d) proposition and support

4) In paragraph 5, what does the word **odiferous** mean? (LA.12.1.5.c)

- a) having a distinct taste
- b) having a distinct smell
- c) having a distinct texture
- d) having a distinct appearance

5) In paragraph 5, what is the meaning of the word **aficionado**? (LA.12.1.5.c)

- a) enthusiast
- b) musician
- c) newcomer
- d) tourist

6) In paragraph 5, what is the meaning of **tantalize**? (LA.12.1.5.c)

- a) to show
- b) to tempt
- c) to torment
- d) to discourage

7) What is a historic use of garlic? (LA.12.1.6.d)

- a) textile
- b) fertilizer
- c) currency
- d) conductor

8) The use of garlic can be traced back to which ancient culture? (LA.12.1.6.j)

- a) Egyptian
- b) Greek
- c) Roman
- d) Trojan

**9)** What is the tone in the first paragraph? (LA12.1.6.a)

- a) puzzled
- b) scornful
- c) light-hearted
- d) practical

**10)** What can the reader infer from the statement, 'Garlic breath is better than no breath'? (LA.12.1.6.g)

- a) Bad breath is better than death.
- b) Bad breath is a sign of good health.
- c) Garlic has cured many deadly diseases.
- d) Garlic does not actually have an odor.

# C4L Reading - Item Writing Tally Sheet

## Grade 12 - Informational

**Passage Name:** Garlic

Gr12 Vocabulary	DOK Levels	DOK 1	DOK 2	DOK 3	Total Items
<b>LA 12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</b>					
<b style="color: red;">LA 12.1.5.a</b> <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	1	1		2
<b style="color: red;">LA 12.1.5.c</b> <i>Independently apply appropriate strategy to determine meanings of unknown words in text</i>	2				
<b style="color: red;">LA 12.1.5.d</b> <i>Use semantic relationships to evaluate, defend, and make judgments</i>	2,3		1	1	2
Gr12 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Total Items
<b>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.</b>					
<b style="color: red;">LA 12.1.6.a</b> <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
<b style="color: red;">LA 12.1.6.c</b> <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				
<b style="color: red;">LA 12.1.6.d</b> <i>Summarize, analyze, synthesize, and evaluate informational text</i>	2, 3				1
<b style="color: red;">LA 12.1.6.e</b> <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		1

<b>LA 12.1.6.f</b> <i>Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)</i>	2, 3				
<b>LA 12.1.6.g</b> <i>Analyze and evaluate inferences based on the characteristics of narrative and informational genres and provide evidence</i>	2, 3		1		1
<b>LA 12.1.6.j</b> <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>	1, 2, 3	1			1