

Directions:

1. Complete the "Reading for Meaning" page.
2. Annotate the article strategically (that means developing thoughts that you'd be interested in expanding upon in the written reflection).
3. Write a **well-developed They Say / I Say** response to the author's argument(s)--**not** a summary of the article--on your own sheet of paper.

Guidelines:

- a. Clever title properly capitalized.
- b. Uses They Say / I Say template to fully develop both the author's and the writer's arguments.
- c. Appropriately leads into, blends, **parenthetically cites**, and discusses **at least** one quote or key fact / statistic from the article.
- d. Explain each quote and discuss your reaction to it (agree or disagree).
- e. Concluding sentences.
- f. 250+ words, NEAT, LEGIBLE, NO DISTRACTING ERRORS.

How Will This Be Graded?

Reading			Writing		
4-5 Strong effort. Mature thinking is obvious. The student makes several margin notes, showing thoughtful interaction with the text. The student circles and defines unknown or challenging words. Margin notes show that the reader is asking questions, identifying main ideas, and connecting to the focus question. Reading for Meaning statements are supported or refuted with relevant evidence.	3 Adequate effort. The student interacts with the text, but may struggle to dig deep. The student may circle and define unknown or challenging words. Margin notes show that the reader is using some reading strategies to improve comprehension. Reading for Meaning statements are attempted.	2 Some effort. Interaction with the text is basic. Margin notes are there but do not demonstrate that the reader is thinking deeply about the text. Reading for Meaning statements are not all completed. 0-1 Little to no effort displayed. Margin notes may not even be there. Reading for Meaning statements are not attempted.	5 Outstanding effort. The student obviously proofed this paragraph, focusing on neatness and accuracy. Exceeds all requirements.	4 Good effort. The product is neat and legible. Meets all requirements. 3 Adequate effort. The product is legible. Meets most requirements.	2 Weak effort. The student only completed some of the task. 0-1 The student completed little to none of the task.
			Total AoW Grade: _____/10		

Reading for Meaning Statements

Directions: The purpose of this page is to hone your ability to gather textual evidence to support or refute a statement **and** to focus your reading on some key points in the article. For each statement below, circle whether the text agrees or disagrees with it, and, in the space provided, share quoted, textual evidence to support your agreement or disagreement.

Agree?	Statements	Your Evidence
yes no	1. <i>The New York Times'</i> Editorial Board believes new e-cig rules ought to allow e-cigs to be marketed and sold to teenagers.	
yes no	2. Smoking e-cigarettes is cheaper than smoking traditional cigarettes.	
yes no	3. E-cigarettes make it simple to quit smoking.	

E-Smoking Among Teenagers

By The Editorial Board | September 15, 2013 via *The New York Times*

The case for regulating electronic cigarettes grew even stronger this month when the Centers for Disease Control and Prevention [reported a notable increase](#) in their use by high school and middle school students. A national survey found that the percentage of high school students who had ever smoked e-cigarettes jumped to 10 percent in 2012 from 4.7 percent in 2011; for middle school students (grades six to eight), the figure rose to 2.7 percent from 1.4 percent.

Electronic cigarettes are battery-powered devices that turn liquid nicotine into a vapor inhaled by the user. They are safer than cigarettes, because they don't contain all the carcinogens and other toxic substances found in tobacco smoke, and they can often be effective in helping adults cut down on their use of conventional cigarettes. But nicotine — delivered in any manner — can impair adolescent brain development, is extremely addictive and can be dangerous at very high doses to people of all ages.

Quality control problems at some factories make it hard for buyers to know whether they are getting the amount of nicotine they wanted and whether toxic chemicals might be in their e-cigarettes. There are also worries that e-cigarettes will encourage young people to start smoking and then switch to conventional cigarettes.

E-cigarette makers, whose ranks now include some big tobacco companies, are mounting a serious effort to attract young smokers with fruit and candy flavors. They have begun aggressive **marketing** campaigns that use celebrity endorsements and themes that appeal to young people.

There are no national regulations prohibiting the sale of e-cigarettes to minors, only age restrictions set by less than half the states. That may change soon. The Food and Drug Administration has expressed "great concern" over the "dramatic rise in usage of e-cigarettes by youth," and said the new report's findings reinforce its intention to issue new regulations on tobacco use.

The new rules ought to ban sales or marketing of electronic cigarettes to those under 18 and outlaw flavorings clearly designed to entice children.

5 Things You Need to Know About E-Cigarettes

By Liz Neporent | September 25, 2013 via *ABC News*

The electronic cigarette was invented in the 1960s, but it didn't really take off until a decade ago. Currently, there are more than 250 brands of "e-cigarettes" available in such flavors as watermelon, pink bubble gum and Java, and in more colors than the iPhone 5C.

The Tobacco Vapor Electronic Cigarette Association estimates about 4 million Americans now use battery powered cigarettes. They project sales of the devices to cross the 1 billion mark by the end of this year. Here, a look at the e-smoke trend, the good, the bad and the unknown.

What are e-cigarettes?

E-cigarettes are battery operated nicotine inhalers that consist of a rechargeable lithium battery, a cartridge called a cartomizer and an LED that lights up at the end when you puff on the e-cigarette to simulate the burn of a tobacco cigarette. The cartomizer is filled with an e-liquid that typically contains the chemical propylene glycol along with nicotine, flavoring and

other additives. The device works much like a miniature version of the smoke machines that operate behind rock bands. When you "vape" -- that's the term for puffing on an e-cig -- a heating element boils the e-liquid until it produces a vapor. A device creates the same amount of vapor no matter how hard you puff until the battery or e-liquid runs down.

How much do they cost?

Starter kits usually run between \$30 and \$100. The estimated cost of replacement cartridges is about \$600, compared with the more than \$1,000 a year it costs to feed a pack-a-day tobacco cigarette habit, according to the Tobacco Vapor Electronic Cigarette Association. Discount coupons and promotional codes are available online.

Are e-cigarettes regulated?

The decision in a 2011 federal court case gives the Food and Drug Administration the authority to regulate e-smokes under existing tobacco laws rather than as a medication or medical device, presumably because they deliver nicotine, which is derived from tobacco. The agency has hinted it will begin to regulate e-smokes as soon as this year but so far, the only action the agency has taken is issuing a letter in 2010 to electronic cigarette distributors warning them to cease making various **unsubstantiated** marketing claims.

For now, the devices remain uncontrolled by any governmental agency, a fact that worries experts like Erika Seward, the assistant vice president of national advocacy for the American Lung Association. "With e-cigarettes, we see a new product within the same industry -- tobacco -- using the same old tactics to glamorize their products," she said. "They use candy and fruit flavors to hook kids, they make implied health claims to encourage smokers to switch to their product instead of quitting all together, and they sponsor research to use that as a front for their claims."

Thomas Kiklas, co-owner of e-cigarette maker inLife and co-founder of the Tobacco Vapor Electronic Cigarette Association, countered that the device performs the same essential function as a tobacco cigarette but with far fewer toxins. He said he would welcome any independent study of the products to prove how safe they are compared to traditional smokes. The number of e-smokers is expected to quadruple in the next few years as smokers move away from the centuries old tobacco cigarette so there is certainly no lack of subjects," he said.

What are the health risks of vaping?

The jury is out. The phenomenon of vaping is so new that science has barely had a chance to catch up on questions of safety, but some initial small studies have begun to highlight the pros and cons. The most widely publicized study into the safety of e-cigarettes was done when researchers analyzed two leading brands and concluded the devices did contain trace elements of hazardous compounds, including a chemical which is the main ingredient found in antifreeze.

But Kiklas, whose brand of e-cigarettes were not included in the study, pointed out that the FDA report found nine contaminants versus the 11,000 contained in a tobacco cigarette and noted that the level of toxicity was shown to be far lower than those of tobacco cigarettes. However, Seward said because e-cigarettes remain unregulated, it's impossible to draw conclusions about all the brands based on an analysis of two. "To say they are all safe because a few have been shown to contain fewer toxins is troubling," she said. "We also don't know how harmful trace levels can be." Thomas Glynn, the director of science and trends at the American Cancer Society, said there were always risks when one inhaled anything other than fresh, clean air, but he said there was a great likelihood that e-cigarettes would prove considerably less harmful than traditional smokes, at least in the short term. "As for long-term effects, we don't know what happens when you breathe the vapor into the lungs regularly,"

Glynn said. "No one knows the answer to that."

Do e-cigarettes help tobacco smokers quit?

Because they preserve the hand-to-mouth ritual of smoking, Kiklas said e-cigarettes might help transform a smoker's harmful tobacco habits to a potentially less harmful e-smoking habit. As of yet, though, little evidence exists to support this theory. In a first of its kind study published last week in the medical journal Lancet, researchers compared e-cigarettes to nicotine patches and other smoking cessation methods and found them statistically comparable in helping smokers quit over a six-month period. For this reason, Glynn said he viewed the devices as promising though probably no magic bullet. For now, FDA regulations forbid e-cigarette marketers from touting their devices as a way to kick the habit.

Seward said many of her worries center on e-cigarettes being a gateway to smoking, given that many popular brands come in flavors and colors that seem designed to appeal to a younger generation of smokers. "We're concerned about the potential for kids to start a lifetime of nicotine use by starting with e-cigarettes," she said. Though the National Association of Attorneys General today called on the FDA to immediately regulate the sale and advertising of electronic cigarettes, there were no federal age restrictions to prevent kids from obtaining e-cigarettes. Most e-cigarette companies voluntarily do not sell to minors yet vaping among young people is on the rise. A Centers for Disease Control and Prevention study found nearly 1.8 million young people had tried e-cigarettes and the number of U.S. middle and high school students e-smokers doubled between 2011 and 2012.

Written Response

Use Graff/Birkenstein's They Say / I Say template to identify, pull apart, and respond to **the New York Times' Editorial Board's argument**. Your response should be at least 250 words.

1. Clever title properly capitalized.
2. Uses They Say / I Say template to fully develop both the author's and the writer's arguments.
3. Accurately identifies a central claim of the article.
4. Appropriately leads into, blends, **parenthetically cites**, and discusses **at least** one quote or key fact / statistic from the article.
5. Explain each quote and discuss your reaction to it (agree or disagree).
6. Concluding sentences.
7. 250+ words, NEAT, LEGIBLE, NO DISTRACTING ERRORS.

Self-Editing Checklist

I've read through my response, stopping and correcting anything that sounds wordy, awkward, or redundant.	
I have led into and smoothly blended at least one quotation from the article.	
I've properly cited the quotation using parenthetical citation.	
I've capitalized and properly formatted the article title: Ex.) "Miss America and Social Media's Ignorant Bigotry" by Leonard Pitts	
I have used logical, appropriate transitions in my response.	
My paragraph ends with a logical concluding sentence which sums things up.	
My response is at least 250+ words in length. I've written my word count at the bottom of the paragraph or as a comment on the Doc.	
It may sound simple, but I've made sure to capitalize the first word in each sentence.	
Each sentence has a complete thought. NO SENTENCE FRAGMENTS.	
Sentences are separated by appropriate punctuation. NO RUN-ONS.	

Title: _____

The general argument made by author X in her/his work, _____, is that _____
 _____. More specifically, X argues that _____. She/he writes,
 "_____" In this passage, X is
 suggesting that _____. In conclusion, X's belief is that _____.

In my view, X is wrong/right, because _____. More specifically, I believe that _____
 _____. For example, _____.
 Although X might object that _____, I maintain that _____
 _____. Therefore, I conclude that _____.