

APPENDIX C: FLYING HIGH, BUT FEELING LOW?

1. Do you ever feel sick, confused, or very tired after a long plane ride? If you were flying east to west or west to east, the problem could have been jet lag. Jet lag happens when your body's time clock becomes confused. Crossing several time zones may make you feel very tired. You may become confused because you are fatigued. In fact, you may become so mixed-up that you won't be able to concentrate. You might get headaches and notice that you have problems eating and sleeping. These are all symptoms of jet lag.
2. However, if you feel tired after flying from north to south or south to north, you do not have jet lag. You probably feel tired from the stress and work of getting ready for the trip. You will feel better after you get some sleep. The symptoms that you feel during a flight, such as thirst and motion sickness, are not jet lag either. They are caused by the air pressure in the plane. When you travel north or south you do not change time zones. Therefore, you do not have true jet lag.
3. Some people suffer more from jet lag than other people do. Symptoms may last for one day or several days. Chronobiologists, the scientists who study the effects of time on living things, say that the seriousness of your reaction depends on several factors. One factor is the number of time zones you crossed. Another factor is whether you flew east to west or west to east. It is easier to adjust after an east-to-west flight. Personality factors also affect how easily you adapt to the new time. For example, "night" people adapt more easily than "morning" people. Extroverts (outgoing, sociable people) adjust more easily than introverts (shy, quiet people). Flexible people who don't mind changes have fewer problems than inflexible people who are rigid and don't like change. Younger people suffer less than older people. Healthier people get over jet lag more easily than people who are sick.
4. Jet lag is something that many people feel but not many understand. Researchers are working to understand jet lag well enough to be able to prevent it. To avoid serious symptoms, it may help to drink plenty of liquids in flight, wear comfortable clothes, and move around every hour. Some doctors even recommend special diets to help control jet lag. Books and anti-jet-lag products are already available in stores. If you are planning to fly across time zones, don't let jet lag ruin your trip.

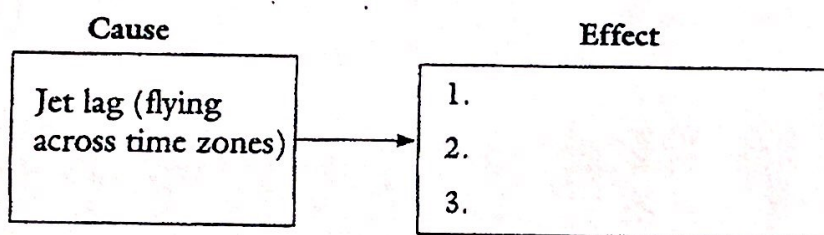
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APPENDIX D: GRAPHIC ORGANIZER WORKSHEET FOR "FLYING HIGH, BUT FEELING LOW?"

1) Definition of *jet lag* (Paragraph 1)

Jet lag	is a		that	
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2) Cause and Affect (Paragraph 1)



3) Comparison and Contrast (Paragraph 2)

	Jet lag	Other flight-related issues
Comparison	Tired and feeling bad	
Contrast	1. west to east or east to west	1. south to north or north to south
	2.	2.
	3.	3.
	4.	4.
	5.	5.

APPENDIX B: COMMON TEXT STRUCTURES AND SIGNAL WORDS

Text structure	Description	Signal words
Description	It gives attributes and features of people, places, items, or setting information about a topic.	<i>for example, for instance, specifically, such as, attributes of, that is, namely, properties of, characteristics are, qualities are, marks of, in describing</i>
Problem and solution	It is used to present a problem and discuss the possible solutions to this problem.	<i>problem, question, puzzle, perplexity, enigma, riddle, issue, query, need to prevent, the trouble, solution, answer, response, reply, to satisfy the problem, to set the issue at rest, to solve these problems</i>
Comparison and contrast	It tells about the differences and similarities of two or more objects, places, events, or ideas by grouping their traits for comparison.	<i>not everyone, but, in contrast, all but, instead, act like, however, in comparison, on the other hand, whereas, in opposition, unlike, alike, have in common, share, resemble, the same as, different, difference, differentiate, compared to, while, although, despite</i>

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Text structure	Description	Signal words
Cause and effect	The reader is told the result of an event or the reasons it happened.	<i>as a result, because, since, for the purpose of, cause, lead to, consequently, consequence, thus, in order to, this is why, if . . . then . . . , the reason, so, in explanation, therefore</i>
Process and sequence	It tells the order in which steps in a process or series of events occur. A sequence groups ideas based on order or time. A process is a series of connected instances, each developing from the preceding one, resulting in a decision, a product, or an effort of some kind.	<i>afterwards, later, finally, last, early, following, to begin with, to start with, then, as time passed, continuing on, to end, years ago, in the first place, before, after, soon, more recently</i>
Classification	It is used to divide something into groups, classes, or categories according to a criterion or several criteria.	<i>can be divided into, there are two types of . . . , subcategories, can be classified, are grouped</i>
Argument	The author makes a claim and presents reasons or evidence to support this claim. It is used to convince the reader to view things from the author's point of view.	<i>should, must, need to, if . . . then . . .</i>
Definition	It is used to define a topic or subject. It elaborates on the meaning of a term. It may identify features, uses, or relationships with other known objects, events, or ideas.	<i>is, is called, is named, is . . . that . . .</i>
Enumeration and listing	It is used to present information by listing events in a sequence or in chronological order using time. It can occur with any text structures.	<i>and, in addition, also, moreover, beside, first, second, third, etc., subsequent, furthermore, at the same time, another</i>
Anecdote and story	Through the moral or lesson it presents, an anecdote or story is often used to introduce the topic of discussion and make connections to the larger issue of concern.	various linguistic signals, but semantically, something happened to someone at a certain time and place for a certain reason (who, what, where, when, why)

Note: The following sources were used to create this table: Emints National Center (2004), Meyer and Poon (2001), Slater and Graves (1989), Utah State Office of Education (2004), and Vacca and Vacca (2001).