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CCR Performance Tasks

ELA Grade 7: Writing an Argument

Is Electronic Communication Helpful or Harmful?

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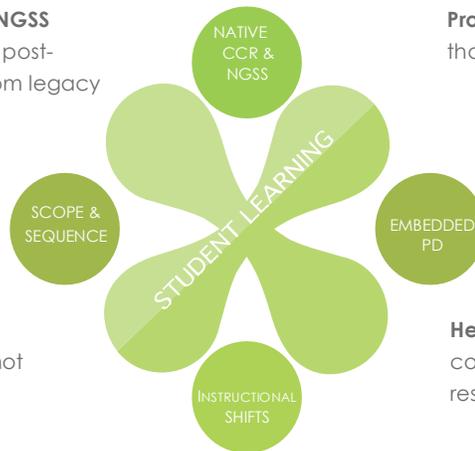
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CCR Performance Tasks

ELA Grade 7: Writing an Argument

Is Electronic Communication Helpful or Harmful?

Student Test Booklet

Name:

PART 1

Directions: As you read the article, think about whether you agree that people need to spend more time communicating face to face.

Learning to Talk

When we think of communication, we might think of the words we speak—or write. But researchers say that two-thirds of communication is wordless. Humans rely far more on nonverbal than verbal messages. We communicate more with our body language and tone of voice than we do with our words. We can make hundreds of thousands of facial expressions. We can also recognize the meanings of these expressions when we see them on others' faces.

The expressions on our faces, the way we move our hands, how we shrug our shoulders, how we stand or sit—there are countless ways we talk to people without talking. When afraid, we might hunch our shoulders inward. When we feel confident, we stand upright.

We don't just communicate with our expressions, gestures, and posture. The way our voice sounds—its tone—says a lot. Our tone rises and falls. We might use tone to emphasize this word or that word. Our tone can be joking or serious, warm or cold, and questioning or demanding. As with our facial expressions, our very tone can tell a listener that we mean what we say—or that we mean the opposite.

What happens when we try to communicate with only words?

You might guess that a words-only method of communication results in a lot of misunderstanding. That's why we use smiley faces, symbols, and acronyms when we write emails and text messages (LOL, for "laughing out loud," is an example of an acronym). We have to tell people when we are joking because they might not be able to tell from just our words.

And yet, there are many people who would rather communicate only with written words. According to a study by the Pew Research Center, a third of cell phone users prefer sending text messages to talking.

Consider some statistics about texting:

- Cell phone owners between the ages of 12 and 17 send more than 3,000 text messages a month.
- Half of these young cell phone owners send more than 50 messages a day; one-third send 100 messages a day.
- Only a third talk to their friends daily, but more than half text their friends at least once a day.

Here are additional statistics having to do with online behavior of American teens:

- 93% of teenagers spend time online.
- 65% of teenagers use a social networking site.
- American teenagers spend an average of 7 ½ hours per day using electronic devices such as computers, and cell phones.

Text messaging has been possible for only about twenty years. Yet it seems to be rapidly overtaking face-to-face conversation. What does this mean for us?

Dr. Sherry Turkle is a psychologist who studies how technology affects how people think, feel, and act. Dr. Turkle is concerned that preferring text and email messages will become a problem over time. She tells of a boy who said, "Someday, but certainly not now, I'd like to learn how to have a conversation."

Grade 7: Writing an Argument

People prefer messaging to talking, suggests Dr. Turkle, because talking can get out of control and messy. When we speak, we might reveal more of ourselves than we want to. We might show our real thoughts and feelings—our real selves. This makes us feel unsafe. Says Dr. Turkle, “Texting and e-mail and posting let us present the self we want to be. This means we can edit. And if we wish to, we can delete.”

This is only a problem because humans are social. We work, play, and live in groups. We depend on each other in every part of our lives. We feel lonely without each other. When we let technology take the place of genuine connection, we become even lonelier. The more time we spend with computers and phones and other devices, the more distant we are from one another.

The solution is simple: put the devices down for a certain amount of time each day. Spend time alone, and spend time with others. And do the unthinkable: have a conversation. It might feel awkward at first. But, as with almost everything, it will come easily and naturally with practice.

OPTION A

Directions: Prepare to participate in a class discussion about the article by considering these questions.

- 1. According to the author, why are text messages and emails more likely to lead to misunderstanding than actually talking with someone?**
- 2. According to Dr. Sherry Turkle, why do people probably prefer texting and emailing to direct conversation?**
- 3. What result does the author fear from our dependence on texting and emailing?**
- 4. How does the author suggest people become more comfortable with conversation?**

Use this space to take notes during the discussion.

NOTES

OPTION B

Directions: Answer these questions about the article.

1. According to the author, why are text messages and emails more likely to lead to misunderstanding than actually talking with someone?

2. According to Dr. Sherry Turkle, why do people probably prefer texting and emailing to direct conversation?

3. What result does the author fear from our dependence on texting and emailing?

4. How does the author suggest people become more comfortable with conversation?

OPTION C

Directions: Now you are going to work with other students to research a topic related to the article.

You will be assigned one of the following topics.

- **The role of facial expressions in human communication**
- **The role of body language in human communication**
- **The Turing test, which determines whether a computer is able to converse with a human**
- **Differences between text messaging and talking**
- **Dr. Sherry Turkle’s research on text messaging**
- **The history of email**
- **The history of text messaging**

If you like, you can write some notes to get ready to present your group's work to the class.

NOTES

PART 2

Directions: As you read the article, think about whether you agree that using technology is an effective and positive way to communicate with other people.

Talking Technology

- ¹ Everywhere we go, we see people of all ages communicating with each other. They are talking on cell phones, sending text messages, or composing emails. They might check in with friends on a social networking site, or ask a teacher a question in a virtual classroom. Children as young as 6 years of age are skillful at cell phone use, and may even carry their own. Teens send more text messages than any age group; a teen sends as many as 3,000 texts a month. It's clear that people are using technology to be close to each other.
- ² Technology is just a tool that humans use for a purpose. Without humans driving it, technology is useless. What's fascinating about technology is that we can look at technology that was created for one purpose, and then find new ways and new purposes for the technology.
- ³ The use of cell phones for text messaging is a perfect example. It seems incredible now, but text messaging wasn't developed on purpose; it was sort of an accident that occurred in the latter part of the last century, when someone at NASA sent a birthday greeting to a friend. In the fast-paced world of technology, text messaging was even a little slow to catch on. Once it did, though, it took over the world. In 2006, 51% of teen cell phone users sent text messages. In 2010, the number had risen to 88% percent. By now, it's likely to be over 95% — and increasing daily. Around the world, trillions of text messages are sent each year.
- ⁴ Social networking sites experienced similar growth. Though there was really no such thing as a social networking site until a few years into the 21st century, researchers say that by 2020, more than 5 billion people will be linked up through such sites.
- ⁵ Staying in touch by email has also become common. Once used only in the work setting, emailing is now used in every arena. Children send messages to grandparents. We use email for party invitations, reports of family news, and even reminders for doctors' appointments. Stores send us emails to tell us about sales. School offices send progress reports by email. Email is faster and easier than mail — we don't have to find envelopes or buy stamps. All we have to do is type a note and click "send." It's no wonder that the United States Postal Service reports that email seems to be replacing actual mail.
- ⁶ Cell phones, text messaging, social networking, emails — these all provide ways for people to talk with and remain connected to each other. Wherever we go, we can stay in touch with our friends and family. We can report news about ourselves and learn what's happening in others' lives. We can send a quick text to check in and say hello, or we can call for a long conversation. We can carry on long-distance communication by email. We've taken technology and used it to remove all barriers between us. Now there are no obstacles to communication; we've found ways to use technology to bring us even closer than we have ever been.

OPTION A

Directions: Prepare to participate in a class discussion about the article by considering these questions.

- 1. In “Learning to Talk,” what is the author’s purpose?**
- 2. How does the author of “Learning to Talk” support the argument and claims in the article?**
- 3. In “Talking Technology,” what is the author’s purpose?**
- 4. How does the author of “Talking Technology” support the argument and claims in the article?**

Use this space to take notes during the discussion.

NOTES

PART 3

Directions: Follow your teacher's directions and answer the questions in the test booklet.

OPTION A

Directions: Prepare to participate in a class discussion about the articles by considering these questions.

- 1. What was your opinion about electronic communication before you read the articles?**
- 2. What is your opinion about electronic communication now?**
- 3. Did your opinion about electronic communication change? Why or why not?**

Use this space to take notes during the discussion.

NOTES

EXTENDED WRITING PROMPT

Directions: Reread the articles, and review your notes and responses from earlier parts of this task. Respond to this prompt in the space below.

Write an essay in which you argue that electronic communication is helpful or harmful to people.

Use what you have learned from the articles and any of your notes, earlier responses, or information gained from research.

Your writing will be scored according to this rubric.

4 Point Response

Student will:

- Make a clear claim about electronic communication;
- Support the claim with logical reasoning;
- Use relevant and sufficient details that clearly support the argument and the claims made in the argument;
- Create a cohesive organization that includes a concluding section that supports the argument.

3 Point Response

Student will:

- Make a claim about electronic communication;
- Support the claim with reasoning;
- Use some relevant details that support the argument and claims made in the argument;
- Create an organization that includes a concluding section.

2 Point Response

Student will:

- Make a claim about electronic communication;
- Provide one or more reasons or examples to support the claim;
- Include some organization, but the organization is not consistently maintained and may lack a conclusion.

1 Point Response

Student will:

- Provide a vague or minimal statement of an opinion about electronic communication with little or no support;
- Fail to provide organization or a conclusion.

0 Point Response

Student provides no response, or the response is off topic.

A large rectangular box containing 20 horizontal lines for writing an argument.

A large rectangular box containing 20 horizontal lines for writing an argument.

CCR Performance Tasks

ELA Grade 7: Writing an Argument

Is Electronic Communication Helpful or Harmful?

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/	Text Structure	Language Features	Knowledge Demands
Learning to Talk	Informational Text	686	890L	2	2	2	2
Talking Technology	Informational Text	521	950L	2	2	2	2

Passage Placement Rationale

Title	Placement Rationale
Learning to Talk	<ul style="list-style-type: none"> The complexity of this text is appropriate as stimulus for a writing task.
Talking Technology	<ul style="list-style-type: none"> Although the Lexile is slightly below range for grade 7, the content is appropriate for this grade and the qualitative measures support the text's placement at grade 7.

Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	Literary text: May include more than one storyline, and may be difficult to predict. Informational text: Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	Literary text: The text describes experiences common to most readers and has a single theme. Informational text: The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	Literary text: Organization may include subplots or time shifts. Informational text: Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	Literary text: The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. Informational text: The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	Literary text: Organization is intricate. Informational text: Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	Literary text: The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. Informational text: The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

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About the Teacher Guide

This document contains support materials for the *Grade 7 Writing an Argument: Is Electronic Communication Helpful or Harmful?* task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

These specifications are included to help you find the specific causes of student errors and thus guide you in your intervention and reteach strategies.

PTE15 Grade 7 Writing an Argument

DOK Level and Consortia Claims

DOK Level: 4

This performance task provides evidence to support the following claims:

SBAC claims

Primary claim

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
Claim 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	Part 1

PARCC claims

Primary claim

Major Claim II: Writing—Students write effectively when using and/or analyzing sources.

Secondary claims

Sub Claim I.2: Reading Informational Text —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
Sub Claim III.1: Research —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.	Part 1

Overview of Performance Task

MAJOR OBJECTIVE: Students will write an extended response to a prompt that asks them to take positions and write arguments, supporting their arguments with clear reasons and specific, relevant evidence.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
RI.7.9	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.

SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Grade 7 Writing an Argument: Is Electronic Communication Helpful or Harmful?

Although electronic communication, or the use of email, text messages, and messaging through social networking sites, is relatively new, this form of human interaction has rapidly become widespread and has been adopted by billions worldwide. The first text message was sent in 1989 (or 1992—there is some disagreement among experts), and by the early 2000s, text messaging had become common among cell phone users. More than 2.4 billion people throughout the world send and receive text messages.

According to a study by the Pew Research Center, American teens are riding the crest of the trend: The majority of American middle school and high school students own cell phones. These teenagers say they would rather interact through messages than have face-to-face or phone conversations. This trend may lead to dramatic changes in how people communicate.

By analyzing articles exploring the advantages and disadvantages of electronic communication, students are able to determine the author’s purpose, examine how the author supports the claim, and then write arguments of their own, clearly stating their positions and using specific, relevant evidence as support.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to

the major objective of the performance task: to have the student write an argument that draws evidence from informational text.

TEACHER GUIDE

Part 1

CORE TASK

Read the article “Learning to Talk.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the article.

Option B

Students respond to questions about the article.

Option C

Students research a related topic and report to the class.

Part 2

CORE TASK

Read the article “Talking Technology.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss both articles.

Option B

Students complete a graphic organizer about the articles.

Option C

Students write paragraphs in response to a question about the articles.

Part 3

CORE TASK

Reread the articles “Learning to Talk” and “Talking Technology.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss their opinions on the topic.

Option B

Students plan their writing responses by completing graphic organizers about the topic.

Extended Writing Prompt

Students write extended responses to a writing prompt.

PART 1 Overview

Part 1 focuses on the article “Learning to Talk” and addresses the following general objective.

OBJECTIVE: Student will analyze “Learning to Talk.”

CORE TASK

Read the article “Learning to Talk.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students analyze the article in a class discussion.

Option B

Students write responses to questions about the article.

Option C

Students research a topic related to the article and report to the class.

STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.7.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Options A, B
RI.7.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Options A, B

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Options A, B
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Option C
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Options A, B, C
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	Option A

PROCEDURE for Part 1**CORE TASK**

Provide students with a short introduction about the rapid rise of electronic communication:

- Accounts differ as to when the first text message was sent. Some say it was in 1989, while others say it was in 1992.
- Although cell phones had the capacity to send and receive text messages in the early 1990s, texting did not become widespread until a decade later.
- Today, more than 2.4 billion people send and receive text messages.
- Social networking is also relatively new. The first emails were sent in the early 1970s, and the first bulletin boards and chat rooms established soon after.
- By 1997, there were 1 million websites on the Internet.
- Social networking flourished in the early 2000s.
- Throughout the world, there are at least 1 billion people participating in Facebook. This doesn't include any other social networking sites.
- Social media experts predict that by 2020, more than 5 billion people will be using the Internet regularly.

Instruct students to read the article.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the article. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. According to the author, why are text messages and emails more likely to lead to misunderstanding than actually talking with someone?

Possible Response: *Two-thirds of human communication is non-verbal, through facial expressions, gestures, posture, and tone of voice. When we communicate with words only, we're more likely to misunderstand each other.*

2. According to Dr. Sherry Turkle, why do people probably prefer texting and emailing to direct conversation?

Possible Response: *Dr. Turkle says that people probably prefer texting and emailing to direct conversation because they have more control when they are writing than when they are talking. They don't reveal as much about themselves, which makes them feel more comfortable.*

3. What result does the author fear from our dependence on texting and emailing?

Possible Response: *People might lose the ability to have conversations, and may also become disconnected from each other.*

4. How does the author suggest people become more comfortable with conversation?

Possible Response: *The author suggests that people put away the electronic devices every day and spend time talking to each other.*

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student provides no response, or the response is off topic.

PROCEDURE for Part 1: Option B

Ask students to write a short response to the questions discussed in OPTION A. This activity can serve as a review of OPTION A or can replace OPTION A.

1. According to the author, why are text messages and emails more likely to lead to misunderstanding than actually talking with someone?
2. According to Dr. Sherry Turkle, why do people probably prefer texting and emailing to direct conversation?
3. What result does the author fear from our dependence on texting and emailing?
4. How does the author suggest people become more comfortable with conversation?

SCORING RUBRIC for Part 1: Option B

Use the following rubric to evaluate students' written responses to the questions.

4 Point Response

Student will:

- Answer the four questions accurately and insightfully;
- Exclude details that do not contribute to the main ideas.

3 Point Response

Student will:

- Provide mostly accurate answers to three questions;
- Include a few details that do not clearly contribute to the main ideas.

2 Point Response

Student will:

- Provide mostly accurate answers to two questions;
- Include several details that do not clearly contribute to the main ideas.

1 Point Response

Student will:

- Provide a mostly accurate answer to one question; OR
- Use mostly direct quotations from the text in an attempt to show development of central ideas.

0 Point Response

Student provides no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 1: Option C

Ask students to conduct research related to the topic of the article. This activity can replace OPTION A or OPTION B.

Instruct students to work in small groups of 3-4 people to research and report to the class information about one of the following main topics:

- The role of facial expressions in human communication
- The role of body language in human communication
- The Turing test, a test to determine whether a computer is able to converse with a human
- Differences between text messaging and talking
- Dr. Sherry Turkle’s research on text messaging
- The history of email
- The history of text messaging

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students’ presentations.

4 Point Response

Student will:

- Provide a thorough report on the assigned topic with well-chosen details in support;
- Present the report in a focused and coherent manner.

3 Point Response

Student will:

- Provide a general report on the assigned topic with details in support;
- Present the report in an appropriate manner; the presentation shows some focus and cohesion.

2 Point Response

Student will:

- Provide a partial report on the assigned topic with some details;
- Present the report, but the report lacks cohesion or focus.

1 Point Response

Student will:

- Provide a minimal or limited report.

0 Point Response

Student provides no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

PART 2 Overview

Part 2 focuses on the article “Talking Technology” and addresses the following general objective.

OBJECTIVE: Student will analyze the article “Talking Technology.”

CORE TASK

Read the article “Talking Technology.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the authors’ purposes and claims in both articles.

Option B

Students complete graphic organizers comparing and contrasting the authors’ claims and evidence in the articles.

Option C

Students write paragraphs in response to a question about the articles.

STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.7.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Options A, B, C
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Options A, B, C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Options A, B
RI.7.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Options A, B, C
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Options A, B, C
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	Option A

PROCEDURE for Part 2**CORE TASK**

Remind students of the following points made before part 1 about electronic communication:

- Today, more than 2.4 billion people send and receive text messages.
- Social networking is also relatively new. The first emails were sent in the early 1970s, and the first bulletin boards and chat rooms established soon after.
- Throughout the world, there are at least 1 billion people participating in Facebook. This doesn't include any other social networking sites.
- Social media experts predict that by 2020, more than 5 billion people will be using the Internet regularly.

Instruct students to read the article “Talking Technology” and to reread the article “Learning to Talk.”

PROCEDURE for Part 2: Option A

Organize a classroom discussion about the articles. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. In “Learning to Talk,” what is the author’s purpose?

Possible Response: *The author’s purpose is to describe possible problems that come from overuse of texting and other electronic communication, and to persuade readers to have more real conversations.*

2. How does the author of “Learning to Talk” support the argument and claims in the article?

Possible Response: *The author gives statistics about text messaging, cell phone and computer use, and also quotes from an expert who studies the effect of technology on people.*

3. In “Talking Technology,” what is the author’s purpose?

Possible Response: *The author’s purpose is to describe the benefits of electronic communication and to persuade readers that electronic communication is good for people.*

4. How does the author of “Talking Technology” support the argument and claims in the article?

Possible Response: *The author uses a few statistics and a lot of personal observations about how the use of technology has increased.*

SCORING RUBRIC for Part 2: Option A

Use the following rubric to evaluate students’ participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student provides no response, or the response is off topic.

PROCEDURE for Part 2: Option B

Ask students to reread the articles and then to complete the chart.

Probable student responses:**Contrasting Views in “Learning to Talk” and “Talking Technology”**

Article	Author’s Argument	Supporting Evidence
“Learning to Talk”	<i>The use of electronic communication is harmful to people.</i>	<ol style="list-style-type: none"> 1. <i>Results in misunderstanding because 2/3 of all communication is nonverbal.</i> 2. <i>“We feel lonely without each other. When we let technology take the place of genuine connection, we become even lonelier. The more time we spend with computers and phones and other devices, the more distant we are from one another.”</i>
“Talking Technology”	<i>The use of technology in communication is beneficial to people.</i>	<ol style="list-style-type: none"> 1. <i>“Teens send more text messages than any age group, sending as many as 3,000 texts a month.”</i> 2. <i>“Around the world, trillions of text messages are sent each year.”</i>

NOTE: Any relevant, text-based, supporting evidence is acceptable.

PROCEDURE for Part 2: Option C

IN STUDENT BOOK: WILL READ THE FOLLOWING:

Reread the articles and review your notes and responses from earlier parts of this task.

Respond to the prompt on the lines below.

Which author gives a more convincing argument? Why? Use evidence from both texts to support your response.

Tell the students to write responses of at least one paragraph in their test booklets.

SCORING RUBRIC for Part 2: Option C

Use the following rubric to evaluate students' writing.

4 Point Response

Student will:

- Provide a response that identifies the more convincing argument;
- Use thorough, relevant evidence from the text to fully explain why the argument is more convincing;
- Exclude minor details that do not support the central task.

3 Point Response

Student will:

- Provide a response that identifies the more convincing argument;
- Use relevant evidence from the text to explain why the argument is more convincing;
- Include a few details that do not clearly support the central task.

2 Point Response

Student will:

- Provide a response that identifies the more convincing argument;
- Offer some evidence from the text to explain why the argument is more convincing;
- Include details that do not clearly support the central task.

1 Point Response

Student will:

- Identify the more convincing argument; OR
- Use mostly direct quotations from the texts in an attempt to show which argument is more convincing.

0 Point Response

Student provides no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PART 3 Overview

Part 3 focuses on the articles “Learning to Talk” and “Talking Technology,” and addresses the following general objective.

OBJECTIVE: Student will analyze the author’s purpose and argument in both articles, and use the information to form and support an independent opinion on the subject.

CORE TASK

Reread the articles “Learning to Talk” and “Talking Technology.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss their opinions of electronic communication.

Option B

Students plan their writing responses by completing graphic organizers stating their opinions about electronic communication and listing supporting evidence.

Writing Prompt

Students write extended responses to a writing prompt which asks students to form independent opinions and support their opinions with reasons, examples, and information from the article(s).

STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Options A, B
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.	Extended Writing Prompt

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Options A, B
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Options A, B Extended Writing Prompt
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	Option A

PROCEDURE for Part 3

CORE TASK

Instruct students to reread the articles.

PROCEDURE for Part 3: Option A

Organize a classroom discussion about the students' opinions of electronic communication. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What was your opinion about electronic communication before you read the articles?

Possible Response: *I thought it was helpful/positive; I thought it was overused, had negative effects, etc.*

2. What is your opinion about electronic communication now?

Possible Response: *I think it is helpful/positive; I think it is overused, has negative effects, etc.*

3. Did your opinion about electronic communication change? Why or why not?

Possible Response: *Yes, I used to like it, but now I see it might have negative effects. I didn't know that two-thirds of communication is conveyed through tone and body language.*

OR

Possible Response: *No, I still think electronic communication is overused and people spend way too much time texting and not enough time talking.*

NOTE: Students' expressions of their opinions may vary.

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student provides no response, or the response is off topic.

PROCEDURE for Part 3: Option B

Ask students to reread both articles and then to complete the organizer.

Possible student responses:

MY OPINION ABOUT ELECTRONIC COMMUNICATION
<i>Electronic communication is harmful.</i>

SUPPORTING EVIDENCE	SUPPORTING EVIDENCE	SUPPORTING EVIDENCE
<i>A third of teen cell phone users prefer texting to talking.</i>	<i>Turkle’s example of the boy who doesn’t know how to have a conversation</i>	<i>When people text, they have to communicate briefly, which keeps communication on the surface.</i>

MY OPINION ABOUT ELECTRONIC COMMUNICATION
<i>Electronic communication is helpful.</i>

SUPPORTING EVIDENCE	SUPPORTING EVIDENCE	SUPPORTING EVIDENCE
<i>Trillions of text messages are sent each year.</i>	<i>By 2020, more than 5 billion people will be connected through social networking sites.</i>	<i>Text messages may be sent to anyone anywhere at any time and so eliminate geographic barriers.</i>

[NOTE: Sample student responses are provided for both choices. Both choices are acceptable. Students may also offer the opinion that electronic communication may be both beneficial and harmful. There may be some variation in interpretation and in the identification of support. All relevant, text-based interpretations are acceptable.]

PROCEDURE for Part 3: Extended Writing Prompt

IN STUDENT BOOK: WILL READ THE FOLLOWING:

Reread the articles and review your notes and responses from earlier parts of this task. Respond to this prompt in the space below.

Write an essay in which you argue that electronic communication is helpful or harmful to people.

Use what you have learned from the articles and any of your notes, earlier responses, or information gained from research.

Tell the students to respond to the writing prompt in their test booklets.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Make a clear claim about electronic communication;
- Support the claim with logical reasoning;
- Use relevant and sufficient details that clearly support the argument and the claims made in the argument;
- Create a cohesive organization that includes a concluding section that supports the argument.

3 Point Response

Student will:

- Make a claim about electronic communication;
- Support the claim with reasoning;
- Use some relevant details that support the argument and claims made in the argument;
- Create an organization that includes a concluding section.

2 Point Response

Student will:

- Make a claim about electronic communication;
- Provide one or more reasons or examples to support the claim;
- Include some organization, but the organization is not consistently maintained and may lack a conclusion.

1 Point Response

Student will:

- Provide a vague or minimal statement of an opinion about electronic communication with little or no support;
- Fail to provide organization or a conclusion.

0 Point Response

Student provides no response, or the response is off topic.

OPTIONAL EXTENSION ACTIVITIES for Part 3

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Ask the students to revise and edit their responses to the extended prompt based on teacher or peer reviews.