



EXPEDITIONARY
LEARNING

Grade 7: Module 4A: Unit 2: Lesson 12

Mid-Unit Assessment, Part II: Research Task: Comparing and Contrasting Texts



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)
I can conduct short research projects to answer a question. (W.7.7)
I can generate additional questions for further research. (W.7.7)
I can gather relevant information from a variety of sources. (W.7.8)
I can use search terms effectively. (W.7.8)
I can evaluate the credibility and accuracy of each source. (W.7.8)
I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

Supporting Learning Targets

- I can contrast how two authors emphasize different evidence on the topic of screen time.
- I can gather relevant information from sources.
- I can correctly paraphrase information I gather from "Guest Opinion: Step Away from the Screen."
- I can generate strong supporting research questions.
- I can use search terms effectively to gather relevant information about screen time.
- I can evaluate a source's accuracy and credibility.
- I can consult a dictionary to determine or clarify the meaning of a word.
- I can use a dictionary to verify the preliminary determination of the meaning of a word or phrase.

Ongoing Assessment

- Mid-Unit 2 Assessment, Part 2



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task (15 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 2 Assessment, Part 2 (28 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Collect Assessments (2 minutes)4. Homework<ol style="list-style-type: none">A. Continue independent reading (at least 20 minutes).	<ul style="list-style-type: none">• This lesson continues the Mid-Unit 2 Assessment begun in Lesson 11.• Students will complete Mid-Unit 2 Assessment, Part II, which assesses RI.7.9, W.7.7, W.7.8, and L.7.4. In this assessment, students compare two texts. One of the texts is “Can You Unplug for 24 Hours?” from Mid-Unit 2 Assessment, Part I. Be sure you have it prepared to distribute again today.• Consider giving struggling students more time to complete the assessment.• The New York State 2-point rubric has been included for reference as you grade.• The overall grading system and the date of return of this assessment have been left to your discretion. The more quickly an assessment is returned, the more useful the feedback is to the students.• Post: Learning targets.

Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• “Can You Unplug for 24 Hours?” (assessment text from Lesson 11; one per student)• Mid-Unit 2 Assessment, Part 2: Simulated Research Task: Screen Time (one per student)• Mid-Unit 2 Assessment, Part 2: Simulated Research Task: Screen Time (answers, for teacher reference)• New York State 2-point rubric (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Entry Task (15 minutes)</p> <ul style="list-style-type: none">• As students enter, distribute the first text to read for the assessment: “Can You Unplug for 24 Hours?” Direct the students to reread the text.• When they are finished, invite them to read the learning targets:<ul style="list-style-type: none">* “I can contrast how two authors emphasize different evidence on the topic of screen time.”* “I can gather relevant information from sources.”* “I can correctly paraphrase information I gather from ‘Guest Opinion: Step Away from the Screen.’”* “I can generate strong supporting research questions.”* “I can use search terms effectively to gather relevant information about screen time.”* “I can evaluate a source’s accuracy and credibility.”* “I can consult a dictionary to determine or clarify the meaning of a word.”* “I can use a dictionary to verify the preliminary determination of the meaning of a word or phrase.”• Point out that students have been practicing all these skills in the previous lessons. Ask them to locate a learning target that they also practiced while using their researcher’s notebook and raise their hand when they have found one. When most hands are up, cold call several students. Listen for them to name any of the learning targets.	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 2 Assessment, Part 2 (28 minutes)</p> <ul style="list-style-type: none">Assure students that there are no tricks to this assessment; it follows what they have been doing in Lessons 1–10. Point out that there is another text, “Guest Opinion: Step Away from the Screen,” on the assessment. They will read it and respond to it, and then they will compare the two authors’ use of evidence.Remind students that everyone needs to remain silent until the entire class is finished, and that this commitment is how they show respect for each other—it is nonnegotiable. Write on the board: “If you finish early, you can ...” and include suggestions they made in Part 1.Distribute the Mid-Unit 2 Assessment, Part 2: Simulated Research Task: Screen Time to each student. Remind them that they can and should refer to their texts as they complete the assessment. Tell them you will be concerned if you do not see them rereading as they complete the assessment.	<ul style="list-style-type: none">Consider allowing SPED students and ELLs more time to complete the assessment.

Closing and Assessment	Meeting Students' Needs
<p>A. Collect Assessments (2 minutes)</p> <ul style="list-style-type: none">Collect students’ assessments. Congratulate them on having completed it. Point out students who showed positive test-taking strategies such as rereading the text, reading the questions several times, or crossing out answers they know are incorrect.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue independent reading (at least 20 minutes).	



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Grade 7: Module 4A: Unit 2: Lesson 12

Supporting Materials



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Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time

Name:

Date:

Long-Term Learning Targets Assessed:

- I can contrast how multiple authors emphasize evidence or interpret facts differently when presenting information on the same topic. (RI.7.9)
- I can conduct short research projects to answer a question. (W.7.7)
- I can generate additional questions for further research. (W.7.7)
- I can gather relevant information from a variety of sources. (W.7.8)
- I can use search terms effectively. (W.7.8)
- I can evaluate the credibility and accuracy of each source. (W.7.8)
- I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time

Directions: Fill out the graphic organizer based on “Guest Opinion: Step Away from the Screen.”

Name of Text: “Guest Opinion: Step Away from the Screen”		
Author/Speaker’s Name: Margaret Desler		
Claim: Engaging in “screen-free” time has many benefits.		
Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3
<i>What type of evidence is this?</i> (Circle one) anecdote analogy/metaphor fact/statistic testimony	<i>What type of evidence is this?</i> (Circle one) anecdote analogy/metaphor fact/statistic testimony	<i>What type of evidence is this?</i> (Circle one) anecdote analogy/metaphor fact/statistic testimony



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time

Supporting Evidence 4	Supporting Evidence 5	Supporting Evidence 6
<i>What type of evidence is this?</i> (Circle one)	<i>What type of evidence is this?</i> (Circle one)	<i>What type of evidence is this?</i> (Circle one)
anecdote	anecdote	anecdote
analogy/metaphor	analogy/metaphor	analogy/metaphor
fact/statistic	fact/statistic	fact/statistic
testimony	testimony	testimony

1. In “Guest Opinion: Step Away from the Screen,” Margaret Desler uses which evidence to support her claim? **(Circle all that apply.)** (RI.7.9)
 - a. Current television programming for kids is of low quality.
 - b. Creativity is limited by too much screen time.
 - c. Screen time for children under three is linked to poor impulse control.
 - d. Increased screen time is linked to childhood obesity.



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time

2. Briefly **paraphrase** this excerpt from Margaret Desler’s “Guest Opinion: Step Away from the Screen.”

“For older children, screen time not only exposes them to a slew of fast food and snack food ads, it replaces time that used to be spent running around and playing.”

Use the sentence stems from your researcher’s notebook, below. (W.7.8)

According to +	source	+ paraphrased fact
Source +	writes illustrates notes observes states reports claims	+ paraphrased fact



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time

3. Reread the following sentence from “Guest Opinion: Step Away from the Screen,” then answer the questions that follow. (L.7.4)

“The Campaign for a Commercial-Free Childhood has compiled an eye-opening list of research statistics on screen time and children.”

1. What is your initial idea of the meaning of the word <i>compiled</i> ?	
2. What strategy did you use to determine an initial meaning for this word?	
3. Look this word up in a reference. What is the definition of this word?	



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time

4. List two pieces of information from each source that would help you answer the question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?” (W.7.8)

“Can You Unplug for 24 Hours?”	1.
	2.
“Guest Opinion: Step Away from the Screen”	1.
	2.

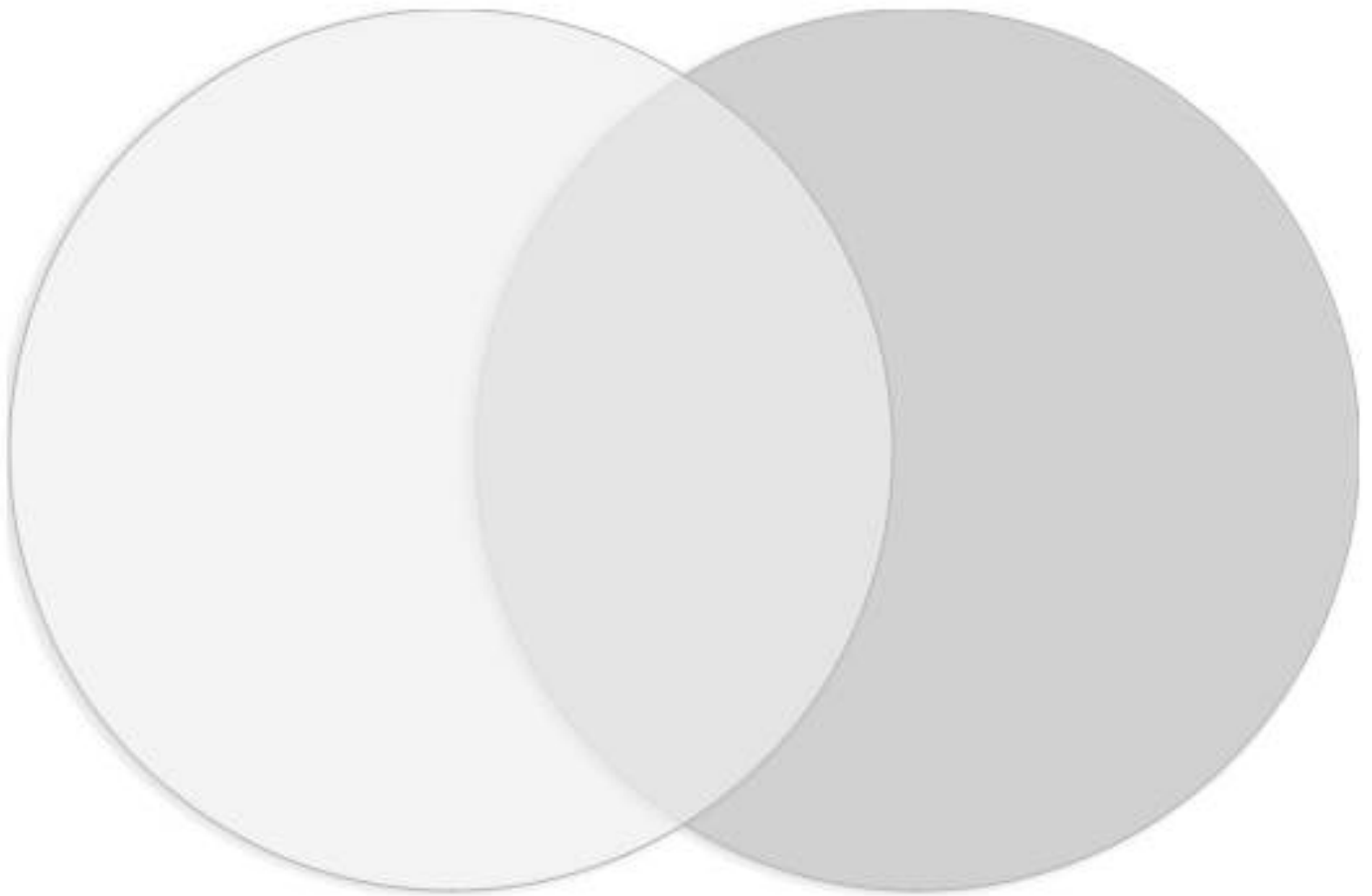


Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time

5. Use the Venn diagram below to compare and contrast how Sinclair and Desler use evidence to support their claims about screen time. (RI.7.9)

“Can You Unplug for 24 Hours?”

“Step Away from the Screen”





Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time

6. To find more information about the effects of screen time on the developing brains of children, which of these sources would most likely be accessible, credible, and relevant? (W.7.8) **(Circle all that apply.)**
- a. A blog about screen time written by a college student
 - b. A brochure published by the Unplug Forever Campaign
 - c. An article from an educational magazine focused on the effects of screen time
 - d. A book published by a neurology professor

Please explain your choice, keeping in mind the likely accessibility, credibility, and relevancy of the source.

7. To find more information to answer the question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?” which of these would be good search terms? **(Circle all that apply.)** (W.7.8)
- a. Adolescent neurology
 - b. Video games
 - c. Education screen time
 - d. Computers
 - e. Screen time effects on the brain



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time

8. Based on the excerpts from “Can You Unplug for 24 Hours?” and “Guest Opinion: Step Away from the Screen,” write two additional supporting research questions. (W.7.7)

1. _____
2. _____

9. Based on **these two texts**, how would you answer the question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?”

Use evidence from the texts to support your answer. (W.7.7). (



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time

“Guest Opinion: Step Away from the Screen”

Margaret Desler

Contra Costa Times

About this time every spring, parents and children across the country take part in a healthy challenge. They pledge to step away from entertainment found on televisions, hand-held devices, and computer screens—and rediscover the joys of entertaining themselves. They play board games, read out loud, take walks, or cook a family meal together. They agree to be screen-free for one week.

This year's Screen-Free Week runs April 29 through May 5, but the Campaign for a Commercial-Free Childhood (which organizes the annual event) hopes the effects of the week will last year-round.

As a pediatrician at the Kaiser Permanente Medical Center in Richmond who works on combating pediatric obesity, and as a mother of four children, I'm a strong supporter of Screen-Free Week. I know the amount of time our children spend in front of digital screens has increased tremendously over the years, and it's harming their health in many ways. I also think it's stealing a precious resource: the chance for children to be bored, and then dream up creative ways to have fun.

The Campaign for a Commercial-Free Childhood has compiled an eye-opening list of research statistics on screen time and children.

- ☐ On any given day, 64 percent of babies and toddlers are watching TV and videos, averaging slightly over two hours of watching a day.
- ☐ Depending on the study cited, preschoolers spend between 2.2 and 4.6 hours per day using screen media.
- ☐ Including time spent multi-tasking, 8- to 18-year-olds take in an average of 7.2 hours of screen media per day—an increase of 2.5 hours in 10 years.



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time

WHY WE CARE

Research also shows that babies and preschoolers who spend time in front of a screen spend less time interacting with their parents and less time in creative play—activities that are essential for learning and development. Studies show that screen time for children under 3 is linked to language delays.

For older children, screen time not only exposes them to a slew of fast food and snack food ads, it replaces time that used to be spent running around and playing. So it's not surprising that studies find screen time is an important risk factor in childhood obesity. According to one study, for each hour of television viewing per day, children consume an additional 167 calories on average. That's a little more than the calories found in a 1-ounce bag of cheese puffs.

On the positive side, research also finds that children who spend less time watching television early on tend to do better in school, have a healthier diet, and be more physically active. Because Kaiser Permanente wants to help keep your child as healthy as possible, we recommend that parents and guardians limit screen time for children to no more than one to two hours a day, with no screen time for children under age 3. And we recommend that parents keep televisions and other screens out of their children's bedrooms.

GET READY TO GO SCREEN-FREE

Screen-Free Week is a great opportunity to get a taste of life away from the screen. But as a parent, I caution you, it's best to go into the week prepared. Start by committing to lead by example, and then sit down with your family and make a list of things you might do to entertain yourselves. You could check out books or CDs from the library, rediscover card games, launch a lemonade stand, take a hike, or introduce your children to the joy of flying a kite.

Even if you can't manage being 100 percent screen-free, I challenge you and your family to step out of your comfort zone and give it a try. It might open your eyes to the realization that good things can come from taking a break from our screens.

Desler, Margaret. "Guest Opinion: Step Away from the Screen." *ContraCostaTimes.com*. Contra Costa Times, 2 May 2013. Web.
<http://www.contracostatimes.com/ci_23156149/guest-opinion-step-away-from-screen>.

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Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time
(Answers, for Teacher Reference)

Directions: Fill out the graphic organizer based on “Guest Opinion: Step Away from the Screen.”

Name of Text: “Guest Opinion: Step Away from the Screen”		
Author/Speaker’s Name: Margaret Desler		
Claim: Engaging in screen-free time has many benefits.		
Supporting Evidence 1	Supporting Evidence 2	Supporting Evidence 3
<i>About this time every spring, parents and children across the country take part in a healthy challenge.... They play board games, read out loud, take walks, or cook a family meal together. They agree to be screen-free for one week.</i>	<i>On any given day, 64 percent of babies and toddlers are watching TV and videos, averaging slightly over two hours of watching a day.</i>	<i>Including time spent multi-tasking, 8- to 18-year-olds take in an average of 7.2 hours of screen media per day—an increase of 2.5 hours in 10 years.</i>
<p><i>What type of evidence is this?</i> (Circle one)</p> <p>anecdote</p> <p>analogy/metaphor</p> <p>fact/statistic</p> <p>testimony</p>	<p><i>What type of evidence is this?</i> (Circle one)</p> <p>anecdote</p> <p>analogy/metaphor</p> <p>fact/statistic</p> <p>testimony</p>	<p><i>What type of evidence is this?</i> (Circle one)</p> <p>anecdote</p> <p>analogy/metaphor</p> <p>fact/statistic</p> <p>testimony</p>



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time
(Answers, for Teacher Reference)

Supporting Evidence 4	Supporting Evidence 5	Supporting Evidence 6
But as a parent, I caution you, it's best to go into the week prepared. Start by committing to lead by example, and then sit down with your family and make a list of things you might do to entertain yourselves.	As a pediatrician at the Kaiser Permanente Medical Center in Richmond who works on combating pediatric obesity, and as a mother of four children, I'm a strong supporter of Screen-Free Week.	Depending on the study cited, preschoolers spend between 2.2 and 4.6 hours per day using screen media.
<i>What type of evidence is this?</i> (Circle one) anecdote analogy/metaphor fact/statistic testimony	<i>What type of evidence is this?</i> (Circle one) anecdote analogy/metaphor fact/statistic testimony	<i>What type of evidence is this?</i> (Circle one) anecdote analogy/metaphor fact/statistic testimony



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:

Screen Time

(Answers, for Teacher Reference)

1. In “Guest Opinion: Step Away from the Screen,” Margaret Desler uses which evidence to support her claim? **(Circle all that apply.)** (RI.7.9)
 - a. Current television programming for kids is of low quality.
 - b. Creativity is limited by too much screen time.**
 - c. Screen time for children under three is linked to poor impulse control.
 - d. Increased screen time is linked to childhood obesity.**

2. Briefly paraphrase this excerpt from Margaret Desler’s “Guest Opinion: Step Away from the Screen.”

“For older children, screen time not only exposes them to a slew of fast food and snack food ads, it replaces time that used to be spent running around and playing.”

Use the sentence stems from your researcher’s notebook, below. (W.7.8)

According to +	source	+ paraphrased fact
Source +	writes illustrates notes observes states reports claims	+ paraphrased fact

According to “Guest Opinion: Step Away from the Screen,” Margaret Desler claims that screen time eliminates physical activity and shows kids numerous unhealthy foods.



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time
(Answers, for Teacher Reference)

3. Reread the following sentence from “Guest Opinion: Step Away from the Screen,” then answer the questions that follow. (L.7.4) *“The Campaign for a Commercial-Free Childhood has compiled an eye-opening list of research statistics on screen time and children.”*

1. What is your initial idea of the meaning of the word <i>compiled</i> ?	created
2. What strategy did you use to determine an initial meaning for this word?	found a synonym that fits within the sentence
3. Look this word up in a reference. What is the definition of this word?	pulled together



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:

Screen Time

(Answers, for Teacher Reference)

4. List two pieces of information from each source that would help you answer the question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?” (W.7.8)

“Can You Unplug for 24 Hours?”	1. Sherry Turkle: Screen time affects our human relations negatively.
	2. Sherry Turkle: The answer is to put technology in its place.
“Guest Opinion: Step Away from the Screen”	1. Preschoolers spend between 2.2 and 4.6 hours per day using screen media.
	2. Sixty-four percent of babies and toddlers are watching TV and videos, averaging slightly over two hours of watching a day.



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:

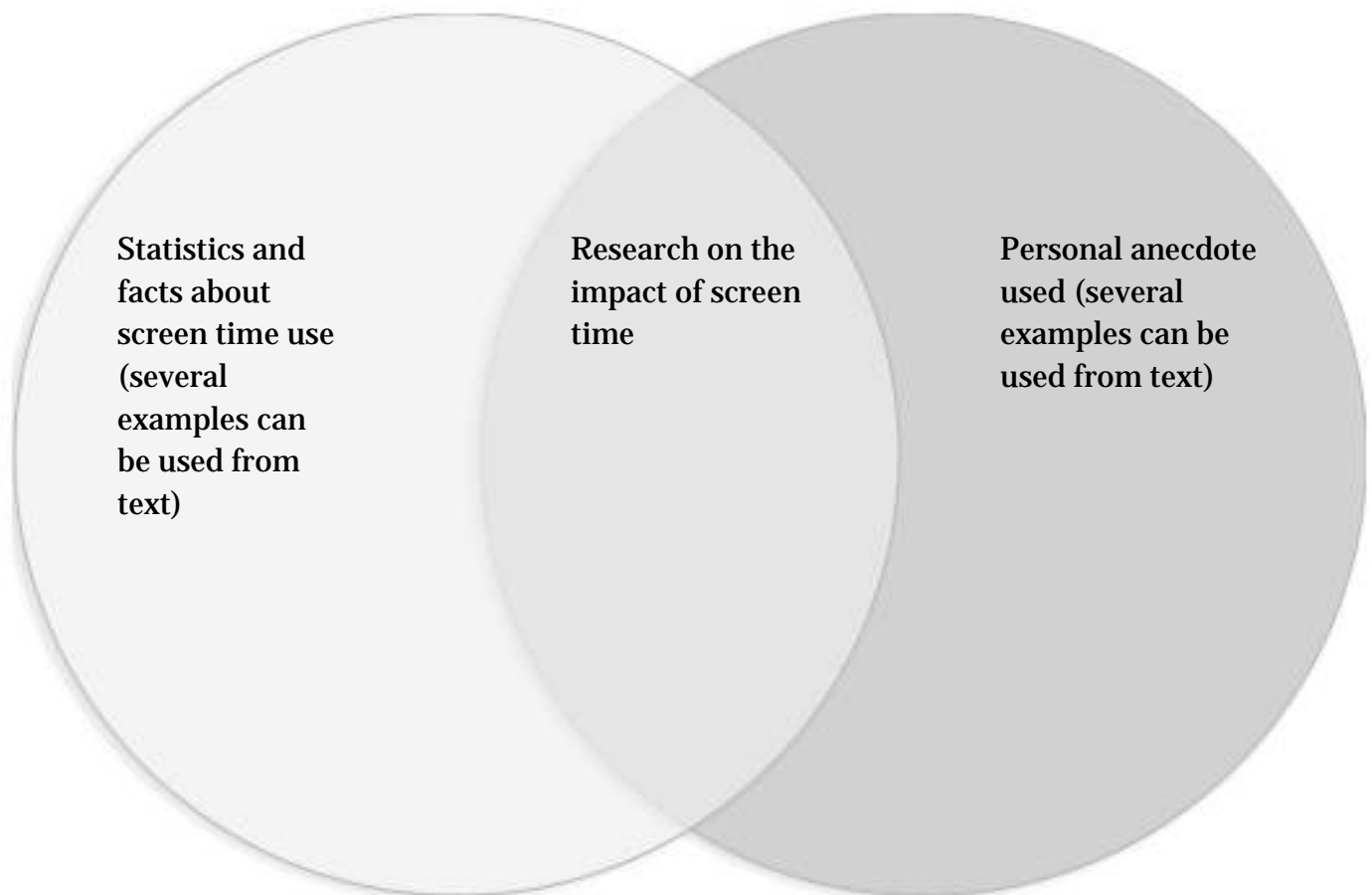
Screen Time

(Answers, for Teacher Reference)

5. Use the Venn diagram below to compare and contrast how Sinclair and Desler use evidence to support their claims about screen time. (RI.7.9)

“Can You Unplug for 24 Hours?”

“Step Away from the Screen”





Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time
(Answers, for Teacher Reference)

6. To find more information about the effects of screen time on the developing brains of children, which of these sources would most likely be accessible, credible, and relevant? (W.7.8) **(Circle all that apply.)**
- a. A blog about screen time written by a college student
 - b. A brochure published by the Unplug Forever Campaign
 - c. **An article from an educational magazine focused on the effects of screen time**
 - d. **A book published by a neurology professor**

Please explain your choice, keeping in mind the likely accessibility, credibility, and relevancy of the source.

The two sources are relevant to the question; they come from credible sources (a college professor and a professional magazine about education).

7. To find more information to answer the question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?” which of these would be good search terms? **(Circle all that apply.)** (W.7.8)
- a. Adolescent neurology
 - b. Video games
 - c. **Education screen time**
 - d. Computers
 - e. **Screen time effects on the brain**



Mid-Unit 2 Assessment, Part 2: Simulated Research Task:
Screen Time
(Answers, for Teacher Reference)

8. Based on the excerpts from “Can You Unplug for 24 Hours?” and “Guest Opinion: Step Away from the Screen,” write two additional supporting research questions. (W.7.7)

1. **What sort of media are young babies exposed to?**
2. **Does unplugging lead to better screen time habits?**

9. Based on **these two texts**, how would you answer the question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?”

Use evidence from the texts to support your answer. (W.7.7). (Score students’ responses using the NYS 2-Point Holistic Rubric.)

The American Academy of Pediatrics should leave the recommendation at two hours. Increased screen time for children has been linked through research to obesity and a decrease in physical activity. Additionally, screen time limits creative play and interaction with adults and other human beings, which is especially important for children. The disadvantages of screen time clearly outweigh the benefits for kids.



2-Point Rubric: Short Response

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

If the prompt requires two texts and the student references only one text, the response can be scored no higher than a 1.