

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Code #: \_\_\_\_\_

## Author's Perspective: Compare & Contrast Practice (Smartphones)

**Directions: Read the following two passages. Then answer the questions by writing in complete sentences**

### Article A

Mobile phones can be fantastic when it comes to the safety of your children and so many parents encourage their use but are they really needed when the kids are at school?

Although you would hope this wouldn't happen, it is possible that your child's mobile phone could be stolen while they are at school. This would be very costly to parents and a huge disappointment to the child. Placing their phone in a school locker during lessons could reduce this possibility, but many children like to carry their phone around just in case they need it.

The latest smartphones can almost double as a computer. While this is great for those techno geeks among us, it does mean they offer far more of a distraction to kids than they used to. Nowadays, children cannot only text and make calls with their mobiles, they can also play games, surf the internet and listen to music. All these features could interfere with your child's concentration and ability to learn if they play with them in class.



Many children, even though they are asked to do so, forget to turn off their phones during lessons, and suddenly they may start to beep, chime or play music. This not only frustrates and annoys other pupils but also prevents them from learning as well as they would without the distraction. If this happens with several phones during a class, the problem multiplies.

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### Article B

Mobile phones seem to be everywhere now and the devices, which were once a luxury for indulgent grown-ups, are now in the hands of many kids and teenagers. While others say that allowing a child to have a cell phone is a bad idea, I disagree.



The main benefit of having a phone is that your child can get in touch with you whenever they need to. This allows you to feel they are safe and gives them assurance knowing they can call home if they have a problem. Perhaps your child is in immediate danger even, they can use their phone to call not only you but emergency services as well. This is of great benefit and could potentially save your child's life. Even if your child has no phone credit they can still get in touch with the police, fire or medical services since all emergency calls are free.

Children, especially teenagers, can be extraordinarily elusive and can disappear with their friends for hours without notifying anyone. During the summer, many kids will go to the park or hop on over with some friend to eat lunch somewhere. Letting them have a mobile phone will allow you to know where they are – provided their phone is on!

Mobile phones can be very discreet if turned off or on to silent. As long as your child remembers to do this their phone won't cause a distraction in class, but they will still have a way to contact you if they need to. Giving them a standard rather than a smartphone will also reduce the risk of distraction.

**Author's Perspective: Compare & Contrast Practice (Smartphones)**

1. What is the **Article A** author's point of view regarding children owning cell phones?

The author in Article A believes that children should not own cell phones.

2. How does this author's choice of words show us his perspective?

The author uses words like "distraction" and "frustration" in the article. These words are words that give us a negative feeling, so they help prove the author's viewpoint that children should not own cell phones.

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3. What is the **Article B** author's point of view regarding children owning cell phones?

The author in Article B believes that children should own cell phones.

4. How does this author's choice of words show us his perspective?

The author uses the word "benefit" as well as the sentence "While others say that allowing a child to have a cell phone is a bad idea, I disagree." These pieces of text evidence help prove that the author thinks that children owning cell phones can be a good thing.

5. Which author persuaded you? What specific text evidence influenced your thinking?

The author in Article B persuaded me to believe that cell phones are beneficial. In the article, author B said, "Even if your child has no phone credit they can still get in touch with the police, fire or medical services since all emergency calls are free." This sentence from the article persuaded me to believe that cell phones can be helpful in emergency situations. The author said emergency calls don't cost any money, which is also a benefit of cell phones.

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**Author's Perspective: Compare & Contrast Practice (iPads)**

**Directions: Read the following two passages. Then answer the question by writing in complete sentences.**

**Article A**



Since it debuted in 2010, the iPad has taken the world by storm. Tablets and e-readers have flooded the market from every manufacturer possible. People are regularly trading their laptops for the sleeker version of the tablet. So it should come as no surprise that it's becoming a regular debate as to if iPads should be offered in classrooms or not, but I can't figure out why. Textbooks are obsolete. They are so outdated, we hardly ever use them at all.

Issuing students iPads at the beginning of the year virtually eliminates the need for textbooks in the classroom because of the ability to download books to the device. This means less money spent on books that are outdated within a few years. Additionally, it's less weight for students to lug back and forth from class to class and home and back every day. Plus, it's easier for kids to highlight important information within the text and keep track of notes in the margins of pages.

Instead of the typical approach to classroom lectures where teachers stand at the front of the classroom and talk for the duration of the class, a practice which tends to leave students less than engaged, iPads in the classroom allow for a much more interactive approach. Through the use of technology like this, the classroom learning experience is an entirely different, more hands-on approach.

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**Article B**

Sure iPads make locating information easier. Sure iPads are extremely portable. Sure iPads are interactive. But do they belong in the classroom, replacing textbooks?

Let's face it, iPads aren't cheap. Buying an iPad to be issued to every student and teacher would get expensive. Then there's always the worry that a careless student would accidentally break one, or that the unavoidable accident would happen leaving the iPad broken and useless, needing repairs or replacement.

Having an iPad at your fingertips all day has the potential to be extremely distracting. Teachers would have to monitor constantly to ensure that students used the iPad solely for school purposes, and even then there are ways around that.



Relying on a device that has to be connected to the internet to get the full functionality out of it is risky, to put it mildly. One network outage can throw off an entire day's lessons, which is exactly why textbooks are just as important as ever.

**Author's Perspective: Compare & Contrast Practice (iPads)**

**Directions:** After reading Articles A and B about iPads, answer the following question using complete sentences. Be sure to answer every part of the question, and include correct capitalization and punctuation.

1. *These two authors discuss iPad usage in the classroom. Compare and contrast the author's perspectives in these two articles. Explain with text evidence how each of the author's tried to persuade us to agree with their viewpoint. Which author persuaded you more? Explain how.*

**Example Answer 1:** While both articles talk about using iPads in the classroom, the author's viewpoints are different from each other. In Article A, the author's perspective on iPad usage in the classroom is that students should be allowed to have iPads in the classroom. The text in Article A says, "Textbooks are obsolete. They are so outdated, we hardly ever use them at all." This evidence helped the author prove that iPads can be helpful for students. The author in Article B believes that students should not be given iPads in the classroom. The text in Article B says, "One network outage can throw off an entire day's lessons, which is exactly why textbooks are just as important as ever." This evidence helped prove the author's perspective that students should not have iPads in class. The author of Article B persuaded me the most because he/she said that "iPads aren't cheap" and that "a careless student could accidentally break one." This persuaded me to believe that iPads should not be used in the classroom and that we should stick to using our textbooks because they are more reliable.

**How would you score this response? Is it stronger than weak or weaker than strong? If it is strong, give it an 11 or 9. If it is weak, give it a 5 or a 0. What makes you think this? Use language from the rubric to help explain your score.**

**I would give this answer a score of a 11. I gave it this score because:**

**My response provides a clear and correct understanding of what the text says. It has text evidence in direct quotes to support my thinking. It is organized and it answers every part of the question.**

**Author's Perspective: Compare & Contrast Practice (iPads)**

**Directions:** After reading Articles A and B about iPads, answer the following question using complete sentences. Be sure to answer every part of the question, and include correct capitalization and punctuation.

1. *These two authors discuss iPad usage in the classroom. Compare and contrast the author's perspectives in these two articles. Explain with text evidence how each of the author's tried to persuade us to agree with their viewpoint. Which author persuaded you more? Explain how.*

**Example Answer 2:** Both articles talk about how iPads can be good and bad in the classroom. The author in Article A agrees with the use of iPads in the classroom. According to the author in Article A, "Textbooks are obsolete." The author in Article B disagrees with the author in Article A because the text says, "Let's face it, iPads aren't cheap." I agree with Article A because they are so outdated we hardly ever use them at all.

How would you score this response? Is it stronger than weak or weaker than strong? If it is strong, give it an 11 or 9. If it is weak, give it a 5 or a 0. What makes you think this? Use language from the rubric to help explain your score.

I would give it a score of a 9. I gave it this score because:

My response is correct but a little confusing. It has text evidence in direct quotes to support my thinking. It is mostly organized well, and it answers most parts of the question.

**Author's Perspective: Compare & Contrast Practice (iPads)**

**Directions:** After reading Articles A and B about iPads, answer the following question using complete sentences. Be sure to answer every part of the question, and include correct capitalization and punctuation.

1. *These two authors discuss iPad usage in the classroom. Compare and contrast the author's perspectives in these two articles. Explain with text evidence how each of the author's tried to persuade us to agree with their viewpoint. Which author persuaded you more? Explain how.*

**Example Answer 3:** The authors in the two articles both think that children should use iPads in school because they are both about how iPads can help kids pay more attention in class and they're easier to carry around the school. I think we should have iPads because they're cool and I want to be able to play games and use technology in the classroom to help me learn.

**How would you score this response? Is it stronger than weak or weaker than strong? If it is strong, give it an 11 or 9. If it is weak, give it a 5 or a 0. What makes you think this? Use language from the rubric to help explain your score.**

I would give it a score of a 5. I gave it this score because:

My response is minimal and is confusing. It has text evidence that is paraphrased to support my thinking. The organization is confusing, and it answers one part of the question.

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**\*\*\*\*\*** To receive a score of **0 points** on an extended response answer to the above question, the response is not correct and is confusing. It does not have text evidence to support my thinking. It is not organized, and it does not answer the question.