

# Form 8

## Screen Time

### Part 1, Teacher Version

My Name: \_\_\_\_\_

My Partner's  
Name(s): \_\_\_\_\_

Today's Date: \_\_\_\_\_

My Teacher's Name: \_\_\_\_\_

My Grade (Circle One): 6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup>

## Directions for Using the Probes

The teacher probes listed for each assessment item give teachers ideas about how to gain further insights into student responses. While the students are working in pairs, you might:

- use the questions provided for each item to gain information about the language aspects that are either supporting or impeding comprehension
- use the information given in teacher considerations for each probe to guide your opportunities to “listen in” to the partner discussions as you are observing the students working together.

Your insights from the probes can be used to plan any needed instructional intervention individually or to the class to support improved reading comprehension.

Remember:

- You can decide if there are particular items on the assessment that you want to have more information about and use the questions for those items only.
- After using a probe, depending on the student response, you may need to think of further probes to deepen your insights into his/her reading comprehension.
- You **do not have to use all the probes** for each item on the assessment.

There are three kinds of questions in this guide:

- Initial question probes: If the students provide the correct answer on the assessment form, use the initial question probes to ascertain how they arrived at the answer.
- Drill down probes: These questions are designed to give you more information about the thinking behind students’ answers. There are two uses for questions found in the drill down probes.
  - If you think that the students’ correct answers to your questions do not contain sufficient evidence of appropriate knowledge and strategies, then move to the drill-down questions.
  - If the students’ responses are incorrect on the assessment form, then go straight to the drill down questions.
- Teacher considerations: The questions found in this section are in general organized by word-, sentence-, and discourse-level features. These questions provide an interpretative framework for you to help you draw inferences about the student responses and guide you to specific areas you may want to probe with further questions. The information you obtain from these questions will help you make instructional adjustments or provide feedback to the students that will help them move their own learning forward.

Please refer to the Glossary for definitions of linguistic and reading terms used in the probes. The Glossary is found at the back of this booklet.

Using Evidence from the Probes

Below is a vignette of how a teacher uses the probes for Item 10 of *America's Problem with Screens Part 1* to gather evidence in support of student learning.

*Context:* A class of sixth grade students. Prior to the administration of *America's Problem with Screens Part 1*, the students have been learning about persuasive text. They have focused on understanding several aspects of persuasive text, including differentiating between fact and opinion.

In pairs, the students have begun working on Part 1 of the assessment. As they work, the teacher circulates around the pairs listening in to their conversations. Once the students begin to identify their answers, the teacher starts to focus on their responses.

The teacher notices that a pair of students selected the incorrect answer for Item 10. They identified the following statement as a fact, "It is time for us to change our habits and spread the word about screen time."

**Teacher:** [I want to understand why these students think this is a fact.] Can I ask you a question?

**Students:** [Nod yes.]

**Teacher:** Why did you choose that answer for number 10?

**Student 1:** Because it's real.

**Teacher:** What do you mean by real?

**Student 1:** Because the article says that we have to change our habits. And that's real because it's bad for you.

**Student 2:** Yeah...that's it. It's what the author tells us.

**Teacher:** I see. So are you saying that the author is saying that screen time is bad for you?

**Students:** Yeah.

**Teacher:** [Pointing to the sentence in number 10:] Where in the sentence does it say that screen time is bad for you?

**Student 2:** It says it's time to change.

**Teacher:** Yes, that's right. That's what it says. Why is it time to change?

**Student 1:** Because kids eat too much bad stuff when they're watching TV.

**Teacher:** Yes, that's an important fact from the article. Is that information in the sentence?

**Students:** [Pause. Students are looking at the sentence.]

**Teacher:** Can one of you read the sentence out loud?

**Student 1:** [Reads out loud.]

**Teacher:** Now you've heard the sentence again. Do you think that fact is in the sentence?

**Student 2:** Umm...I guess not.

**Teacher:** So let's think a little bit more about what the author is telling us in the sentence. What action is the author telling us to take?

**Student 2:** To change our habits.

**Student 1:** Yeah. And like to spread the word.

**Teacher:** And do you think that these are facts?

**Students:** Maybe.

**Teacher:** So when the author says "it is time" to do these things, is he giving us a fact or an opinion?

**Student 1:** [Pause.] I think it might be an opinion 'cause he's saying it's time to do it 'cause like he thinks if we don't do this, it'll get bad.

**Student 2:** Yeah, that's right! 'Cause if we watch too much TV, it'll be bad so he thinks it's time we did something...so that's his opinion.

**Student 1:** Yeah, that's like his opinion.

**Teacher:** Yes, I agree. Using the phrase "it is time" gives us a clue that this is the author's opinion about what we should do. The author is basing his opinion on the facts in the article, such as the one you mentioned earlier from the paragraph where the author is describing the research on the health effects of screen time. [The teacher then reads aloud the sentence in the article], "In addition, the research has shown that people who spend more time in front of screens consume more high calorie foods, such as candy and soda."

**Teacher:** Now that we've talked about your answer for number 10, I would like you to go back and think about your answers for numbers 11 and 12 and decide if you still agree with the answers you chose. Thanks.

**Students:** Okay.

Teacher moves to another pair.

## Directions:

In this activity you are going to read an article from a health magazine. The author of the article is a high school student named **Andre Vetchkin**. Andre wants to persuade you. He wants you to agree with him. Your job is to read the article and answer some questions. Later, you will read a letter from a reader named **Emma Ross-Hart**. Emma disagrees with Andre Vetchkin. In the end, you get to decide who you agree with.

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## Before you read...

Look at the article by Andre Vetchkin. Look at the title, the images, and the first sentence of each paragraph.

**What do you think *screen time* is? Discuss the meaning of screen time with your partner and write down your best guess. Then, write down three examples of activities that count as screen time.**

Definition of *screen time* :

It's the time you spend in front of screens, like a T.V.

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Examples of screen time activities:

1. television
2. video games
3. smartphone



While you read...

**Now read Andre Vetchkin’s whole article.** While you read the article:

- Underline any words that you don’t know.
- Try to guess the meaning of the words from the context.

After you have finished reading...

Work with your partner to answer the questions. **Write down your own answers, but discuss them with your partner.**

**Tips for working together:**

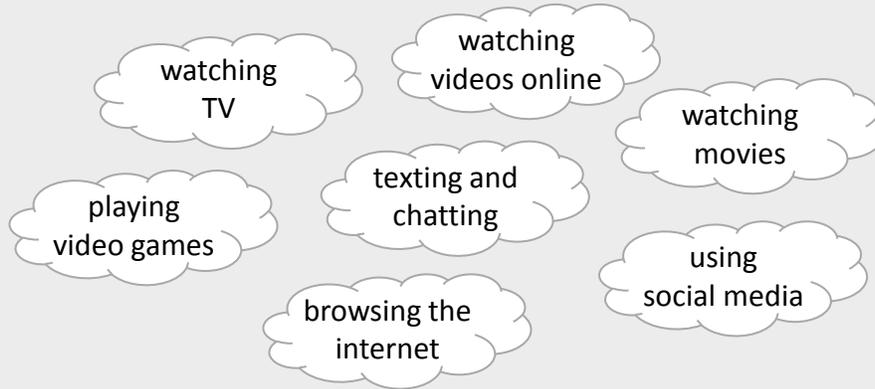
- Discuss the questions to make sure you understand them.
- Try to agree on the answers before you write them down.
  - **Remember: You can look back at the article at any time.**
- Ask your partner about things you don’t understand.

**When you are ready, go to the next page**



Warm-up:

Interview your partner about his or her daily screen time. Use the example question and the screen time activities below. Then write down what you learn in the space provided.



My partner spends 2 hours watching TV each day.

My partner spends 3 hours texting and chatting each day.

My partner spends 2 hours playing video games each day.

1 What is Andre Vetchkin's **main argument**? Circle the best answer.

- A. Young people need to take the time to eat better.
- B. Young people need to reduce the amount of time they spend in front of screens.
- C. Young people need to use computers more wisely.
- D. Young people need to learn how to concentrate on schoolwork and studying.

2 According to Andre Vetchkin, what is the **main reason** young people should reduce their screen time?

- A. To be healthier and to improve their ability to concentrate.
- B. To become better at sports and music.
- C. To reduce the amount of dopamine in their bodies.
- D. To become less dependent on modern technology.

**Item 1****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of genre text structure, specific content from the article, or main argument, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Word level: Are students using their knowledge of verbs (especially modals) to help determine their answer (e.g., *should*, *will probably*, *believe*)? Do students understand that the modal verbs reflect the author's opinion or point of view, which is aligned to the main argument?
- (2) Discourse level: Do students use their understanding of the genre text structure to help them make their answer choice (e.g., looking carefully at the introduction and concluding paragraph to determine the main argument)?

**Item 2****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of genre text structure or specific content from the article, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Item 2 **Teacher Considerations** continued on next page)



**Directions:** Decide whether the sentences in the table are **correct** or **incorrect** based on the information in the article.

- If a sentence is correct, circle **Correct**.
- If a sentence is incorrect, circle **Incorrect** AND quote the article to explain why it is incorrect.
- **Two examples have been done for you.**

SENTENCES	ANSWERS
<p><b>Example:</b></p> <p><i>An increase in screen time means an increase in time spent being inactive.</i></p>	<p><b>Correct</b>    Incorrect</p>
<p><b>Example:</b></p> <p><i>People who spend a lot of time in front of screens consume the same amount of candy and soda as other people.</i></p>	<p>Correct    <b>Incorrect</b> </p> <p>The article says, "people who spend more time in front of screens consume more high-calorie foods, such as candy and soda."</p>
<p><b>3</b></p> <p><i>People who spend more time in front of screens being sedentary have less time to prepare healthy foods.</i></p>	<p><b>Correct</b>    Incorrect</p>
<p><b>4</b></p> <p><i>Reducing screen time will probably have little effect on America's obesity problem.</i></p>	<p>Correct    <b>Incorrect</b></p> <p>The article says that research has shown that people who have more screen time consume more high-calorie foods, which are a strong cause of obesity.</p>

**Item 3****Initial Question Probe:**

- (1) Why did you choose that answer?

If students cannot find the sentence(s) in the text (paragraph 3) that gives evidence that this is a correct statement or if students do not give a clear explanation that draws on knowledge of key words, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Word level: Do students understand the meaning of the word “sedentary” in the question text? This adjective is key in understanding the effects of screen time described in the sentence. (There is information about the word sedentary in paragraph 3, sentence 2.)
- (2) Sentence level: Do students point out the particular sentence, “More screen time means less time to prepare healthy foods” (paragraph 3, sentence 6) which gives direct evidence that the statement in the question prompt is correct?
- (3) Discourse level: Are students able to find the relevant article text to locate the information needed to answer the question? Can students compare the information in the article text with the information in the question text?

**Item 4****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on the identification of concepts expressed in different ways (e.g., in the prompt and passage), go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Item 4 **Teacher Considerations** continued on next page)





**Directions:** There is a summary of paragraph 4 below. Use the ANSWER CHOICES to fill in the missing words so that the summary makes sense.

**ANSWER CHOICES**

- |                                 |                               |
|---------------------------------|-------------------------------|
| A) ...are concerned that...     | B) ...leads to feelings of... |
| C) ...causes an increase in...  | D) ...becomes used to...      |
| E) ...reduces the ability to... |                               |

Too much screen time is not good for a person’s mental health. It E concentrate.

5

Research shows that screen time C the level of dopamine in a person’s brain.

6

Dopamine B energy. Unfortunately, a person’s brain D the very high levels of

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8

dopamine. A person may have trouble concentrating on activities that might be less fun,

like schoolwork. Teachers A students have shorter attention spans because of their

9

increased screen time.

**Item 5****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on understanding of specific words in both the prompt text and the passage and/or grammatical knowledge, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Word level: Do students understand that the answer choice needs to begin with a singular verb in order to be in agreement with the subject “It” in the prompt sentence?
- (2) Sentence level: Do students understand that the answer choice needs to indicate that screen time has a negative or inverse relationship to “concentrate” based on the information from the passage? (The correct prompt statement “It reduces the ability to concentrate” summarizes the information in sentences 2-4 from paragraph 4 in the passage.) With this understanding, only answer choice E makes sense, as it begins with the word “reduces.”
- (3) Discourse level: Do students understand that “It” in the prompt sentence refers to “screen time,” which is mentioned in the sentence previous to the sentence that contains Item 5?

**Item 6****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on understanding of specific words in both the prompt text and the passage and/or grammatical knowledge, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Item 6 **Teacher Considerations** continued on next page)

**Item 6 (cont.)**

**Teacher Considerations:**

- (1) Word level: Do students understand that the answer choice needs to begin with a singular verb in order to be in agreement with the subject “screen time” in the prompt sentence?
- (2) Sentence level: Do students understand that the answer choice needs to indicate that screen time raises “the level of dopamine” based on the information from the passage, specifically the information in sentence 5 from paragraph 4? (The completed, correct prompt sentence “Research shows that screen time *causes an increase in* the level of dopamine in a person’s brain” is similar to sentence 5 from paragraph 4 from the passage.) With this understanding, only answer choice C makes sense, as it includes the word “increase” while the verbs in the other answer choices have different meanings.

**Item 7**

**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on understanding of specific words in both the prompt text and the passage and/or grammatical knowledge, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Word level: Do students understand that the answer choice needs to begin with a singular verb in order to be in agreement with the subject “dopamine” in the prompt sentence?
- (2) Sentence level: Are students able to locate the sentence in the passage with information pertaining to this question (sentence 6, paragraph 4)? Do students understand the causal relationship between “dopamine” and “a good, energetic feeling” in this sentence (sentence 6, paragraph 4)? Understanding this causal relationship is important to be able to select B, the correct answer choice, (“...leads to feelings of...”) to make the full correct statement, “Dopamine *leads to feelings of energy*”. Otherwise, students may select answer choice C “...causes an increase in...” which grammatically fits in the prompt sentence, though its meaning does not correspond to the message of the passage.

**Item 8****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on understanding of specific words in both the prompt text and the passage and/or grammatical knowledge, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Word level: Do students understand that the answer choice needs to begin with a singular verb in order to be in agreement with the subject “brain” in the prompt sentence?
- (2) Sentence level: Are students able to locate the sentence in the passage with information pertaining to this question (sentence 8, paragraph 4)? Do students understand that this sentence describes a negative consequence of dopamine? If so, it is easier to understand the meaning of the evaluative word “unfortunately” in the prompt sentence as referring to “having trouble focusing on less entertaining activities, like school work” and as such, deduce that the correct answer choice is D “...becomes used to...” to form the full prompt sentence, “Unfortunately, a person’s brain *becomes used to* the very high levels of dopamine.”

**Item 9****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on understanding of specific words in both the prompt text and the passage and/or grammatical knowledge, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Items 9 **Teacher Considerations** continued on next page)





**Directions:** There are sentences from paragraphs 1, 4 and 5 in the table below.

- Decide if each sentence expresses a **fact** or an **opinion**.
- Check (✓) **Fact** if the statement expresses a fact.
- Check (✓) **Opinion** if the statement expresses an opinion.
- **One example has been done for you.**

Sentences from the article	Fact	Opinion
<div style="background-color: #cccccc; border-radius: 10px; padding: 2px 5px; display: inline-block; font-weight: bold;">Example:</div> <i>There is scientific evidence that too much screen time is causing both physical and mental health problems.</i>	✓	
<div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-bottom: 5px;">10</div> <i>It is time for us to change our habits and spread the word about screen time.</i>		✓
<div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-bottom: 5px;">11</div> <i>When dopamine is released, we experience a good, energetic feeling.</i>	✓	
<div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-bottom: 5px;">12</div> <i>By setting small goals and working on them one-by-one, we can reduce screen time and improve our health.</i>		✓

**Item 10****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of language and text structure, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Sentence level: Do students understand that the phrases in the prompt statement “it is time” and “spread the word” imply suggested action, and as such, an opinion about what people should do instead of a fact? Do students understand that this sentence is imperative (e.g., gives a command or request), which by its nature gives advice or instructions (compared with sentences that make a statement, ask a question, or express an exclamation)?
- (2) Discourse level: Do students locate the pertinent information related to the prompt statement in the last paragraph of the passage? Do students use their understanding of the persuasive genre to know that this paragraph will most likely be where the author expresses his argument, which will be an opinion instead of a fact?

**Item 11****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of language and text structure, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Item 11 **Teacher Considerations** continued on next page)

**Item 11 (cont.)****Teacher Considerations:**

- (1) Word level: Do students recognize that although the words “good” and “feeling” tend to be signals for opinion words, the way that these two words are used in the sentence refer to a factual, real experience (e.g., that dopamine causes good, energetic feelings in people)?
- (2) Sentence level: Do students understand that this sentence is declarative (e.g., gives a statement) and that it does not ask a question or express an exclamation, and so the correct answer choice is “fact”?
- (3) Discourse level: Do students locate the pertinent information related to the prompt statement in the fourth paragraph of the passage, where the author cites an authority figure, and by doing so, makes this statement a fact?

**Item 12****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of language and text structure, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Word level: Do students recognize that the modal verb *can* signals an opinion and not a factual statement?
- (2) Sentence level: Do students understand that this sentence is imperative because it gives advice (“By setting small goals and working on them one-by-one”), which by its nature makes this sentence not a fact but an opinion?
- (3) Discourse level: Do students locate the pertinent information related to the prompt statement in the last paragraph of the passage? Do students use their understanding of the persuasive genre to know that this paragraph will most likely be where the author expresses his argument, which will be an opinion instead of a fact?



**Directions:** Andre Vetchkin introduces some words and terms that he thinks the readers might not know. He defines the words in his article. Find each word in the “Word or Term” column and write down Andre Vetchkin’s definition from the article. You do not have to use Andre Vetchkin’s exact words—just make sure the meaning is correct.

	Word or Term	Definition
Example:	<b>screen time</b> (paragraph 1)	the number of hours each day a person spends consuming entertainment media such as television, internet, and video games 
13	<b>entertainment media</b> (paragraph 1)	Television, internet and video games
14	<b>sedentary</b> (paragraph 3)	Sitting still
15	<b>high-calorie foods</b> (paragraph 3)	Like candy and soda- a strong cause of obesity
16	<b>obesity</b> (paragraph 3)	Having dangerous amounts of body fat
17	<b>attention span</b> (paragraph 4)	The length of time we can concentrate on challenging tasks without becoming distracted
18	<b>dopamine</b> (paragraph 4)	A chemical produced in everyone’s brain

**Items 13-18**

**Initial Question Probe:**

(1) Why did you give that answer?

If students do not give a clear explanation that draws on word and sentence knowledge or strategies (e.g., understanding the function of punctuation marks) that students use to figure out unknown words, go to drill down question(s).

**Drill Down Questions:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?
- (2) (For these six items specifically): Did you return to the text to find the definition that occurred in the article?

**Teacher Considerations:**

(1) Word level: (Items 13, 15) Do students understand that the words “such as” defines the components of the larger category (e.g., “entertainment media” or “high calorie foods”)? In other words, do students understand that the words “such as” connect the word immediately prior (main idea) with the words immediately after (subordinate ideas)?

(Items 14, 16, 17, 18) Do students understand that the parentheses and dashes (punctuation marks) functions in the same manner as the phrase “such as” -- they elaborate the terms prior to the punctuation mark?

**Notes**

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**Directions:** For numbers 19 to 21, fill in the blanks with words from the ANSWER CHOICES. Write the entire word in the blank. Pay attention to the word endings, and make sure the sentences make sense.

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**ANSWER CHOICES**

*entertainers   entertaining   entertained   entertainment*



**Example:** To be healthy, we all need to balance entertainment, with exercise, work, and study.

- 19 Musicians, comedians, and other entertainers can often be seen on television.
- 20 Some older people are not very entertained by video games and Facebook.
- 21 Today the internet is full of entertaining websites, videos, games and music.

**Item 19****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of suffixes and derivational words, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Word level: Do students know that musicians and comedians are collective nouns, and that the correct answer requires another collective noun? The word “other” also signals that the correct answer will also be a collective noun. Do students understand that the suffix *-ers* changes the word “entertain” into a collective noun?

**Item 20****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of suffixes and derivational words, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Word level: Do students understand the meaning of the suffix *-ed* in that it changes the word “entertain” into an adjective that describes how people feel?
- (2) Sentence level: Do students understand that the correct answer needs to be “entertained” because the subject of the item prompt is “older people” and the word choice with the suffix *-ed* is the only correct answer because it describes emotions and how people feel (in this case, how some old people are not entertained by things on the internet)?







**Item 22****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of discourse and pronouns, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Discourse level: Do students understand that the pronoun “this” indicates something that has been referred to earlier in the text? Students need to connect “this” to the phrase “pay attention” in the preceding sentence. In addition, students can use the context clues earlier in the sentence (“Dr. Sigman’s research shows...”) and connect that back to the second sentence (“Psychologist Dr. Aric Sigman researches the impact of screen time...”).

**Items 23-25****Initial Question Probe:**

- (1) Why did you give that answer?

If students do not give a clear explanation that draws on sentence knowledge, go to drill down question(s).

**Drill Down Questions:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Items 23-25 **Teacher Considerations** continued on next page)





**Directions:** For questions 26 to 29, look at the sentences below. Each sentence is a statement about the author’s purpose. Complete the sentences with the paragraph number that relates to each purpose.

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- 26 In paragraph 5, the author discusses what young people can do if screen time has become a bad habit.
- 27 In paragraph 2, the author presents statistics on screen time.
- 28 In paragraph 4, the author describes how screen time can hurt our ability to concentrate.
- 29 In paragraph 3, the author discusses the relationship between screen time and unhealthy eating habits.

**Item 26**

**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of words and phrases with similar meanings, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Word level: Can students equate the following words/phrases that have similar meanings in the sentence used in the item prompt and the paragraphs that are in the passage text?

<u>Item Prompt</u>	<u>Paragraph 5</u>
bad habit	change our habits
what young people can do	choose one healthy activity

**Item 27**

**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of words and phrases with similar meanings, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Word level: Can students equate the following words/phrases that have similar meanings in the sentence used in the item prompt and the paragraphs that are in the passage text?

<u>Item Prompt</u>	<u>Paragraph 2</u>
statistics on screen time	data shows that screen time...

**Item 28**

**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of words and phrases with similar meanings, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Word level: Can students equate the following words/phrases that have similar meanings in the sentence used in the item prompt and the paragraphs that are in the passage text?

Item Prompt	Paragraph 4
hurt	harms
ability to concentrate attention span	

**Item 29**

**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of words and phrases with similar meanings, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

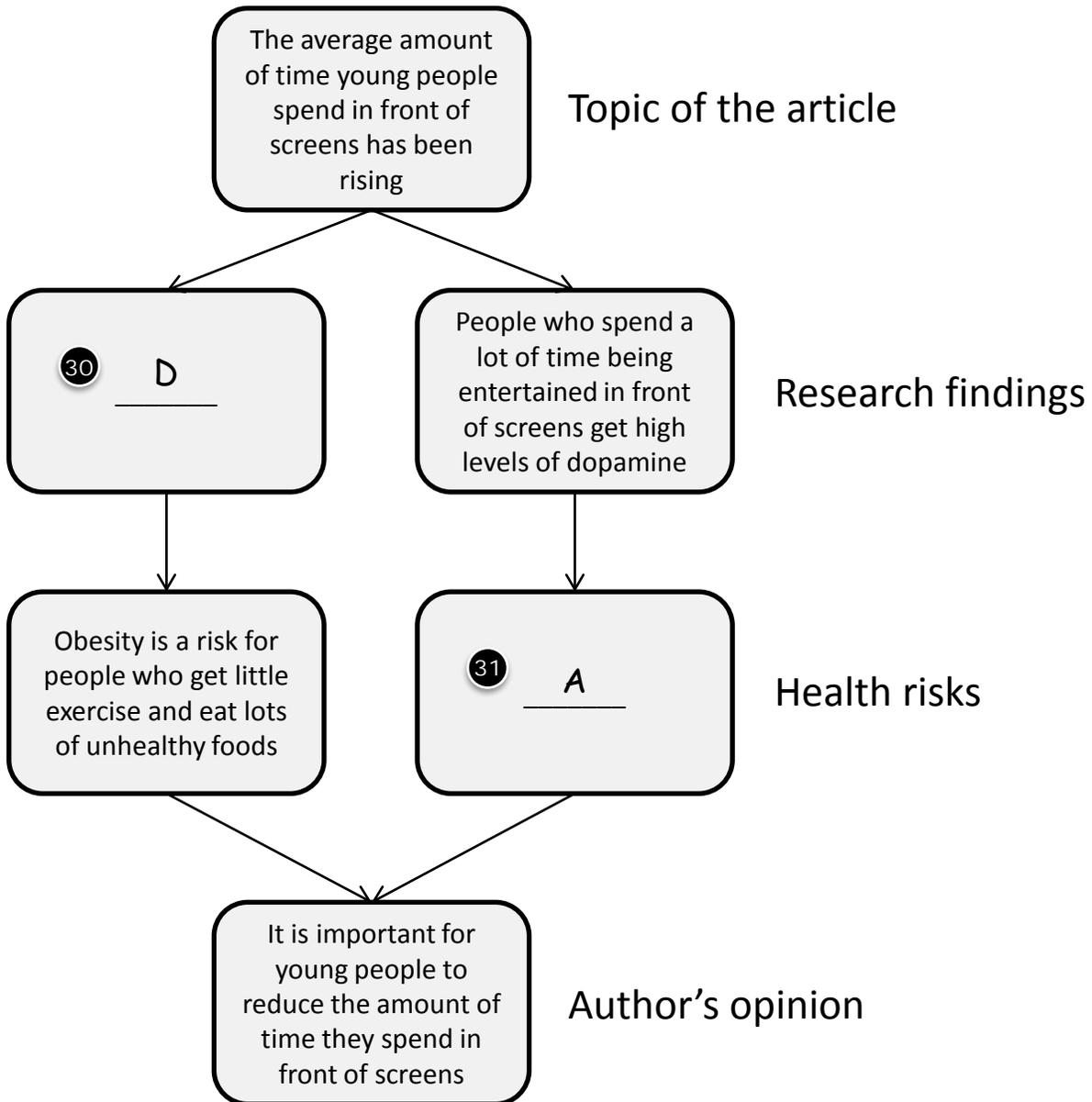
- (1) Word level: Can students equate the following words/phrases that have similar meanings in the sentence used in the item prompt and the paragraphs that are in the passage text?

Item Prompt	Paragraph 3
relationship between screen time & unhealthy eating habits	Sentence 4



**Directions:** The graphic organizer below shows the argument structure in Andre Vetchkin’s article. However, two spaces are blank.

- Use the answer choices to **fill in the blanks** with parts of Andre’s argument.
- You do not need to write out the sentence (just write the letter of the answer choice).



<b>ANSWER CHOICES</b>
A. People may begin to have trouble focusing on things that are not very entertaining.
B. The average amount of screen time for young people may rise in the years ahead.
C. Teachers across America are concerned about screen time.
D. Being too sedentary leads to bad eating habits.

**Item 30**

**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on their understanding of the graphic’s organizational structure and textual clues, go to drill down question and teacher considerations.

**Drill Down Question:**

- (1) Did you use clues in the text, graphic organizer, and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Visual Graphical level: Do students understand the graphic’s organizational structure? Specifically, do students understand that to answer Item 30, they need to read the text in the bubble directly below Item 30 to find necessary textual clues (e.g., obesity, unhealthy foods)?
- (2) Word level: Do students understand that the correct answer (D) must be a factual statement instead of an opinion statement? Therefore, answer choices with words that signal opinions (e.g., “concerned” - answer choice C) will not be the correct answer.
- (3) Sentence level: Do students understand that research findings are factual statements, and therefore the correct answer choice (D) needs to have facts (and not opinions)?
- (4) Discourse level: Do students refer back to the passage text, specifically paragraph 3, to find clues to help them answer the question? Do students know to read the text in the bubble below Item 30 to give them a clue that the answer to Item 30 has to do with eating and exercising (which is the topic of paragraph 3)?

**Notes**

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**STOP!**

Before you go on, read Emma Ross-Hart’s letter with your partner.

**Directions:** Read the sentences in the table below. After reading each sentence, check “Yes” or “No” to indicate whether or not it is something Emma Ross-Hart said in her letter. One example has been done for you.

Warm-up:	Does Emma Ross-Hart say this?	YES	NO
Example:	Andre Vetchkin needs to be realistic.	✓ 	
	It is possible to have a lot of screen time and still be healthy.	✓	
	Screen time is one of the biggest problems facing young people today.		✓
	Emma Ross-Hart has had trouble concentrating at school due to her screen time.		✓
	Young people should try to lead healthier lives.	✓	

**Directions:** Let’s compare Andre Vetchkin’s opinions about screen time with Emma Ross-Hart’s opinions.

- In the table below, first circle “Yes” or “No” to show the author’s opinion.
- Next, use the ANSWER CHOICES to fill in the blanks in the table with **reasons and details** that the authors use to support their opinions. Two answer choices will not be used!

**ANSWER CHOICES**

- A. Research shows that people who have more screen time eat more unhealthy foods.
- B. Many people use their mobile phones to watch videos while working out at the gym.
- C. Healthy activities set a good example for young people.
- D. Too much screen time can hurt our ability to pay attention and concentrate.
- E. People should eat healthier food while playing video games and watching TV.
- F. It is more important to increase healthy activities than it is to reduce screen time.

**Andre Vetchkin vs. Emma Ross-Hart**

<p><b>32</b></p> <p>Does <b>Andre Vetchkin</b> think that young people can have a lot of screen time and still be healthy? (<b>circle</b> one answer.)</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;"><u>No</u></p>	<p>What reasons and details does he give? (<b>choose</b> two from the ANSWER CHOICES)</p> <p style="text-align: center;"><b>33</b>     <u>  A  </u></p> <p style="text-align: center;"><b>34</b>     <u>  D  </u></p>
<p><b>35</b></p> <p>Does <b>Emma Ross-Hart</b> think that young people can have a lot of screen time and still be healthy? (<b>circle</b> one answer.)</p> <p style="text-align: center;"><u>Yes</u></p> <p style="text-align: center;">No</p>	<p>What reasons and details does she give? (<b>choose</b> two from the ANSWER CHOICES)</p> <p style="text-align: center;"><b>36</b>     <u>  B  </u></p> <p style="text-align: center;"><b>37</b>     <u>  F  </u></p>

**Item 32****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of word and sentence level knowledge, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Word level: Do students understand the meaning of the verb “still be” (e.g., that it indicates *all the same*; synonyms include *yet, regardless, despite, even so, nevertheless*)?
- (2) Sentence level: Do students understand that the “still be” makes it so that both clauses have to be true (i.e., people can have a lot of screen time AND be healthy)?

**Items 33 and 34**

**Note to teachers:** Students can select either answer choice A or D as the correct answer for either item 33 or 34. The Teacher Consideration questions are organized by answer choice.

**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of word and discourse knowledge, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Items 33 and 34 **Teacher Considerations** continued on next page)

**Items 33 and 34 (cont.)**

**Teacher Considerations for Answer Choice A:**

- (1) Word level: Can students equate the following words/phrases that have similar (but in fact opposite) meanings in the sentence used in Answer A and the paragraph 3 in the passage text? So “more screen time” leads to:’

<u>Answer A Text</u>	<u>Paragraph 3</u>
eat more unhealthy foods	less time to prepare healthy foods (sentence 6)

**Teacher Considerations for Answer Choice D:**

- (1) Discourse level: Are students able to find the relevant article text (i.e., paragraph 4) to locate the information needed to answer the question? In paragraph 4, can students connect the ideas from the answer choice (“too much screen time” hurts the “ability to pay attention and concentrate”) with sentence 4 (“Dr. Sigman’s research shows that screen time can make it harder for us to do this?”)? Please note that the pronoun “this” refers back to all the sentences and information earlier, and that students need to connect “this” to the phrase “pay attention” in the preceding sentence. (See also the probes for Item 22.)

**Item 35**

**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of word, sentence, and discourse level knowledge, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Word level: Do students understand the meaning of the verb “still be” (e.g., that it indicates *all the same*; synonyms include *yet, regardless, despite, even so, nevertheless*)? In the passage text, the most direct clue to answering this question correctly is found in the sentence, “Screens and healthy activities can actually go together” (sentence 1, paragraph 2). Do students understand that the word “actually” indicates that the author believes that the prompt statement is a fact?

(Item 35 **Teacher Considerations** continued on next page)

**Item 35 (cont.)**

- (2) Sentence level: Do students understand that the “still be” makes it so that both clauses have to be true (i.e., people can have a lot of screen time AND be healthy)?
- (3) Discourse level: Are students able to find the relevant article text (i.e., paragraph 2) to locate the information needed to answer the question?

**Items 35 and 36**

**Note to teachers:** Students can select either answer choice B or F as the correct answer for either item 35 or 36. The Teacher Consideration questions are organized by answer choice.

**Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of word, sentence, and discourse knowledge, go to drill down question(s).

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations for Answer Choice B:**

- (1) Word level: Can students equate that “watching videos” (phrase in Answer Choice B and in paragraph 2 of the passage) has a similar meaning to “screen time” (Item 35 prompt)? In Answer Choice B, do students understand that the meaning of the word “while” means “at the same time as”)?
- (2) Discourse level: Are students able to find the relevant article text (i.e., paragraph 2) to locate the information needed to answer the question? Do students understand the use of “for example” (sentence 2) signals that the author is going to elaborate on the earlier statement (sentence 1) by making the writer’s thoughts/opinions more concrete?

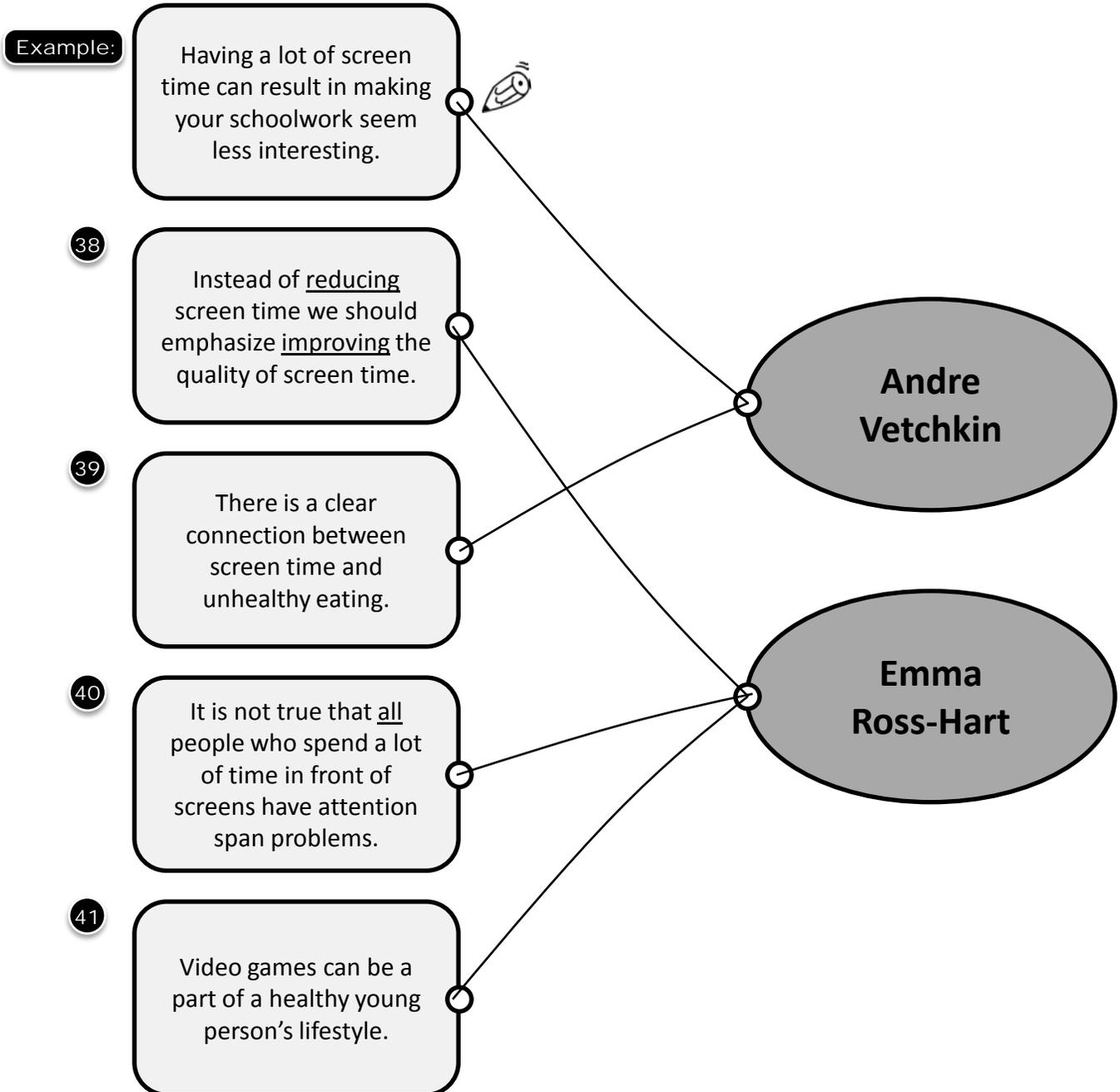
(Items 35 and 36 **Teacher Considerations** continued on next page)





**Directions:** Based on what you have read today, **draw lines** to show what Andre Vetchkin and Emma Ross-Hart **might** think about screen time.

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**Item 38****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of inferences (see below), go to drill down question and teacher considerations.

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

- (1) Discourse level: Do students connect several sentences together stated throughout the passage text (from Ross-Hart), which in sum provide clues to the author’s stance that she advocates improving the quality of screen time instead of focusing on reducing screen time? Some of the phrases and sentences include:
- “Instead of focusing on...healthy activities.” (sentence 5, paragraph 1)
  - “Screens and healthy activities can go together.” (sentence 1, paragraph 2)

**Item 39****Initial Question Probe:**

- (1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of inferences (see below), go to drill down question and teacher considerations.

**Drill Down Question:**

- (1) Did you use clues in the text and in the question to help you answer this question? What were they?

(Item 39 **Teacher Considerations** continued on next page)

**Item 39 (cont.)****Teacher Considerations:**

(1) Discourse level: Do students connect several sentences together stated throughout paragraph 3 of the passage text (from Vetchkin), which in sum provide clues to the author’s stance that he thinks that there is a clear connection between screen time and unhealthy eating? Some of the phrases and sentences include:

- “A lot of research has been done...” (sentence 1, paragraph 3)
- “Spending hours a day in front of a screen...” (sentence 3, paragraph 3)
- “More screen time means less time to prepare healthy foods.” (sentence 6, paragraph 3)

Also, do students connect the sentence in the item prompt with sentence 4, paragraph 1 (“There is scientific evidence that too much screen time is causing...”)?

**Item 40****Initial Question Probe:**

(1) Why did you choose that answer?

If students do not give a clear explanation that draws on knowledge of inferences (see below), go to drill down question and teacher considerations.

**Drill Down Question:**

(1) Did you use clues in the text and in the question to help you answer this question? What were they?

**Teacher Considerations:**

(1) Discourse level: Do students connect several sentences together stated throughout paragraph 3 of the passage text (from Ross-Hart) which in sum provide clues to the author’s stance on screen time? Some of the phrases and sentences include:

- “As for the issue of attention span...” (sentence 1, paragraph 3)
- “I can admit I spend a lot of time on screens.” (sentence 3, paragraph 3)
- “But the fact is that when I have to I also study for hours.” (sentence 5, paragraph 3)
- “I do not think that screen time has affected my ability to concentrate.” (last sentence, paragraph 3)



**Directions:** You have read an article and a letter. Each author made an argument about screen time. Now it is time for you to decide whose argument was stronger.

- Choose the author who you agree with more.
  - Use **specific information from what you read** to explain why you think their argument was the strongest.
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**Who do you agree with more about screen time?**

- I agree with Andre Vetchkin more.
- I agree with Emma Ross-Hart more.

**Now write a paragraph to explain your choice.**

*Remember to use specific reasons from the article and letter you have read.*

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