**Task Prompt:** Students will select a topic they are interested in learning more about. They will research and read two informational texts—one traditional print article and one multimedia piece. They will analyze the two texts using the “Text Analyzer.”

<table>
<thead>
<tr>
<th>Nonfiction Text Comparison</th>
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</thead>
<tbody>
<tr>
<td><strong>Name:</strong> Student 1</td>
</tr>
<tr>
<td><strong>Topic:</strong> Homework</td>
</tr>
</tbody>
</table>

**Text 1: PRINT**

**Title and Author of Text #1:** "Summer Homework is Applauded"

New York Times

**Link to article:** [find.galegroup.com](http://find.galegroup.com)

**Summary of Text:** This text discusses how silly it is to be complaining about reading 2 books over summer homework, parents should be excited that their kids are reading.

**Author’s Claim:** "Apparently some Bradford parents are in an uproar about the public schools' principals mandate that students grade five through eight must read two books during summer vacation and take a test a test on them when they returned in the fall. How anyone could complain about their sixth grader reading Alice’s Adventures in Wonderland escapes me."

**Evidence of Claim:** "The only way to recapture our leadership role in the world is by upgrading our educational standards and challenging students to work higher and attain higher goals"

"The Branford parents should think about the educational differences between their own children and those in other countries. In Japan, for instance, students attend school eight hours a day, 220 hours a year, compared with our students who go to school six hours a day, 180 days a year."

"I applaud Mr. Walsh’s courageous stand in encouraging his students to read during the long, hot summer months. It’s certainly one small step in trying to conquer the overwhelming specter of adult illiteracy and at the same time, build a stronger, more effective educational system in this country."

**If the opposing view is present, list the evidence that supports it:**

"On the flip side some parents complained that their student wouldn’t have time to read because they would be on vacation all summer."

**List any print text features including, but not limited to technical vocabulary, narrative and non-narrative evidence, headings, and images:**

- The heading/title is bolded
- All evidence is either factual (non-narrative) or narrative
Title and Author of Text #2: The Importance of Summer Reading  
New York Public Library

Link to text #2: http://www.nysl.nysed.gov/libdev/summer/research.htm

Summary of Text:  
Describes that without summer reading students are falling behind and if we put in place stronger summer reading programs the students would do better in school.

Author’s Claim:  
"During the summer, children and families have made reading for fun a top New York State activity. Taking full advantage of what public libraries in New York State offer results in record participation in the statewide summer reading program. This involvement with reading during the summer months leads to better academic performance when children return to school in the fall"

Evidence of Claim:  
"In their studies of children’s reading development, McGill-Franzen and Allington (2003), cite the importance of extensive, successful reading experiences in the development of reading proficiency. If children have the opportunity to listen to, discuss, and read books on topics that they select, they will develop extensive background information which can serve as a platform from which to engage in their own independent reading."

"Current research points out that increased summer reading reduces summer learning loss. Secretary of Education, Arne Duncan, has stated “A key step toward stopping the summer slide, is the development and launch of high quality programs that take advantage of time outside the school day and year to help children learn, grow, and develop” (Elling, 2009)."

If the opposing view is present, list the evidence that supports it:

List any multimedia text features including, but not limited to font, color, images, and hyperlinks:

[There is one photograph and there is also a colored logo at the top]
The entire website is black and white and has bolded blue titles
Sans script font]
Hyperlinks are included and active
### Informational Text Analyzer Rubric

<table>
<thead>
<tr>
<th></th>
<th>On Target</th>
<th>Almost There</th>
<th>Not Quite There</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Craft and Structure</strong></td>
<td>Is able to name the text structures and features with understanding.</td>
<td>Is able to name some of the text structures and features with some understanding.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is able to name a couple text structures and features with limited understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td>Is able to state the author’s claim with supporting evidence and details</td>
<td>Is able to state the author’s claim with few supporting evidence and details</td>
<td>Is able to state the author’s claim with limited supporting evidence and details</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td>Is able to summarize the text and share new information gained from both authors’ perspectives.</td>
<td>Is able to mostly summarize the text and share some new information gained from both authors’ perspectives.</td>
<td>Is able to give a limited summary of the text and share limited new information gained from both authors’ perspectives.</td>
</tr>
</tbody>
</table>

This is an example of an advanced Nonfiction Text Analyzer. Students have a difficult time differentiating between print texts that can still be accessed online like database articles or newspaper articles and multimedia articles like websites. This student clearly is able to see the differences as well as name the similarities and differences between two articles. This reader also had awareness that not all texts have an opposing argument, so she didn’t list one in the multimedia source.