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.”

Nonfiction Text Comparison

Name: Student 2  Topic: The advantages and disadvantages of social media

Text 1: PRINT

Title and Author of Text #1: “Social media and the perils of looking for ‘likes’” by Douglas Rushkoff

Link to article: http://go.galegroup.com/ps/retrieve.do?sgHitCountType=None&sort=DA-SORT&inPS=true&prodId=STOJ&userGroupName=lom_bloomfieldhm&tabID=T004&searchId=R16&resultListType=RESULT_LIST&contentSegment=&searchType=BasicSearchForm&currentPage=20&contentSet=GALE|7CA358983722&docId=GALE|A358983722&docType=GALE&role=

Summary of Text: This article discusses that many teens who use social media have the goal to look for a lot of, “likes” when they use it.

Author’s Claim: Teens nowadays are so occupied with their social media because all they think about is the amount of “likes” they have on their posts and who it was that liked them.

Evidence of Claim: "Ask teens the object of social media, and they’ll all tell you the same thing: To get 'likes.'"

"And this isn't just some virtual game. Likes really do matter out here in the real world, too. New musicians and new writers alike must demonstrate that they have social media followings in order to find distribution and sponsors."

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

List any print text features including, but not limited to technical vocabulary, narrative and non-narrative evidence, headings, and images:
Technical vocabulary-Social media, and likes.
No section headings
Narrative evidence
No non narrative evidence
No images
Text 2: DIGITAL

Title and Author of Text #2: “The Pros and Cons of Social Media” by the website coordinators of TheProsCons.com

Link to text #2: http://theproscons.com/pros-cons-social-media/

Summary of Text: This article shares more of the statistics that support both sides: The pros of social media, and the cons of it.

Author’s Claim: There are both, advantages and disadvantages, to social media.

Evidence of Claim:

"The primary advantage of social media is that..."

"A disadvantage to using social media platforms is..."

If the opposing view is present, list the evidence that supports it: The article doesn’t have a clear side, so both views are represented in my evidence above.

List any multimedia text features including, but not limited to font, color, images, and hyperlinks:
Color-Black font, colorful images
Images-Icons, computer, stick people, Barack Obama, e.t.c.
http://www.sitepoint.com/social-networking-sites-for-business/
http://www.forrent.com/tips/look-for-a-roommate/the-college-roommate-search-has-gone-social
E.t.c.

Comment [4]: The student recognizes that lengthy pieces of evidence may utilize ellipsis as she does here.

Comment [5]: The student recognizes that the article represents both sides and that claim supports this. Thus, she does not necessarily notice an opposing side.

Comment [6]: The student notices different features in the digital text than in the print text. Students were taught that visuals are as important as the text in digital writing, as she notices and gives examples here. She also notices that hyperlinks are present.
### Informational Text Analyzer Rubric

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

This is an example of an advanced Nonfiction Text Analyzer by an 8th grade student. This reader differentiated between the two text types by naming a print source from the school database website and a multimedia source from a website. While the multimedia text she chose isn’t a straightforward article, it is still clear that she notices the similarities and differences between the two types of text as she names multimedia and print features.