

1. Read the text and complete the task that follows it.

Cell Phones in School—Yes or No?

Cell phones are convenient and fun to have. However, there are arguments about whether or not they belong in schools. Parents, students, and teachers all have different points of view. Some say that to forbid them completely is to ignore some of the educational advantages of having cell phones in the classroom. On the other hand, cell phones can interrupt classroom activities and some uses are definitely unacceptable. Parents, students, and teachers need to think carefully about the effects of having cell phones in school.

Some of the reasons to support cell phones in school are as follows:

- Students can take pictures of class projects to e-mail or show to parents.
- Students can text-message missed assignments to friends that are absent.
- Many cell phones have calculators or Internet access that could be used for assignments.
- If students are slow to copy notes from the board, they can take pictures of the missed notes and view them later.
- During study halls, students can listen to music through cell phones.
- Parents can get in touch with their children and know where they are at all times.
- Students can contact parents in case of emergencies.

Some of the reasons to forbid cell phones in school are as follows:

- Students might send test answers to friends or use the Internet to cheat during an exam.
- Students might record teachers or other students without their knowledge. No one wants to be recorded without giving consent.
- Cell phones can interrupt classroom activities.
- Cell phones can be used to text during class as a way of passing notes and wasting time.

Based on what you read in the text, do you think cell phones should be allowed in schools? Using the lists provided in the text, write a paragraph arguing why your position is more reasonable than the opposing position.

(Grade 6, Claim 2, Target 6)

2. The following paragraph is an excerpt from a student's report about plant life in the southern United States. After reading the paragraph, you will identify details that are unnecessary and explain why they should be removed.

The Invasion of Kudzu

In 1876, Philadelphia, Pennsylvania, hosted the Centennial Exposition in honor of the country's 100th birthday. The Japanese constructed one of the most popular exhibits, primarily due to an amazing vine called *kudzu*. For centuries, the Japanese used the pea vine for many purposes, including medicine, but what attracted the Americans the most were the sweet-smelling purple flowers that covered the vine. The warm, moist climate of the southern states—from Georgia to Florida and north to the Carolinas—was the most hospitable part of the US for the vine. Temperatures in Georgia can reach into the 90s, and the humidity is often above 90%. Residents all over the southeast began planting kudzu. The vine's success caught the attention of many, including Channing Cope who promoted its use for erosion control and animal feed, especially during the Great Depression. Because of the depression, many homes were left abandoned, so there was not anyone to care for them and keep the plants properly groomed. No one predicted, however, that the vine would end up taking over. The vines slowly engulfed pine forests, telephone poles, and even houses, leading to the destruction of native plant life. Pines are not the only trees in the South, however. There are about 250 species of trees in Georgia alone. As kudzu out-competed the local plants, it deprived them of nutrients and, especially, sunlight. Kudzu now covers over 7 million acres of land, and it continues to expand at the rate of 150,000 acres annually. That is almost one foot per day! Attempts to kill it have proven difficult, as it is immune to most herbicides; thus, kudzu continues to smother the southern states. Researchers continue to search for a solution to "the vine that ate the South," but the answer is nowhere in sight.

(Grade 11, Claim 2, Target 3)