

## Analyze Information in Texts

8.RI.3.9

A **fact** is a statement that can be proved. Most writers are careful to choose facts that support their central idea, while omitting facts that do not. However, similar facts can be used to support opposing ideas. That's because a fact can be **interpreted**—or understood—differently by different people.

It's important to identify when writers are supporting their ideas with facts and when they are supporting their ideas with interpretations of the facts, which you may or may not agree with. For example, look at this passage from "Is 16 Too Young to Drive a Car?"

Scientists at the NIH campus in Bethesda, Md, have found that this vital area [the executive branch] develops through the teenage years and isn't fully mature until after age 25.

fact

One 16-year-old's brain might be more developed than another 18-year-old's, just as a younger teen might be taller than an older one. But evidence is mounting that a 16-year-old's brain is generally far less developed than those of teens just a little older.

fact

The research seems to help explain why 16-year-old drivers crash at far higher rates than older teens.

interpretation

Even if the executive branch of the brain is not fully developed, there may be other explanations of why 16-year-old drivers have more-frequent crashes than older teens, as "Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens" points out.

As you compare and contrast the two articles, read carefully to identify each writer's central idea and the facts and interpretations used to support it. Identify where the texts disagree on matters of fact and interpretation.



## Analyzing the Text

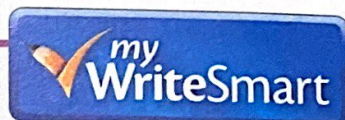
### Cite Text Evidence

Support your responses with evidence from the texts.

8.RI.1.1, 8.RI.  
8.RI.1.3, 8.RI.  
8.RI.3.8, 8.RI.  
8.W.1.1a,  
8.W.1.1b, 8.W.  
8.W.3.9b,  
8.W.4.10

1. **Summarize** In your own words, explain the central idea of each selection.
2. **Compare** Identify similar facts that both selections use to support their central idea. What key facts on this topic are included in one selection but omitted in the other?
3. **Draw Conclusions** How does the study on brain development in the first article support the conclusions about the performance of 18-year-old drivers in the second selection?
4. **Compare** Reread lines 16–20 in “Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens.” According to Allison Aubrey, what is one interpretation for the fact that there’s been an increase in fatal car crashes among 18-year-olds? How does this interpretation conflict with the quotation in lines 133–135 of “Is 16 Too Young to Drive a Car?”
5. **Evaluate** Reread lines 19–20 in “Is 16 Too Young to Drive a Car?” Do the facts found in the other article support or conflict with this interpretation? Explain.

## PERFORMANCE TASK



**Writing Activity: Opinion** Which selection is most convincing to you?

- Review the two selections, and jot down notes to support your opinion.
- Meet with a small group to discuss which selection makes a stronger case by using sufficient details to prove its central idea. Use your notes to support your opinion.
- Next, write a paragraph or two to explain and give reasons for your opinion.
- Share your paragraph with the class. Discuss any opinions that you might not have considered during your group discussion.



## Critical Vocabulary

8.L.3.4a, 8.L.3.6

notion      novice      bane      paradox  
impetuous      anecdote

**Practice and Apply** Explain your response to answer each question.

1. Which Vocabulary word goes with *contradiction*?
2. Which Vocabulary word goes with *impulsive*?
3. Which Vocabulary word goes with *story*?
4. Which Vocabulary word goes with *idea*?
5. Which Vocabulary word goes with *nuisance*?
6. Which Vocabulary word goes with *beginner*?

## Vocabulary Strategy: Domain-Specific Words

In some nonfiction texts, you may come across an unfamiliar word whose meaning is specific to its subject matter. As with any unfamiliar word, your first clue to the word's meaning should come from the surrounding text, or context. If context is not sufficient to help you define the word, you need to consult a dictionary. Read the following example:

... Giedd points to an image of a brain on his computer screen. . . . the right side just over the temple. . . is called the dorsal lateral prefrontal cortex.

The term *dorsal lateral prefrontal cortex* is not one you would know unless you were a doctor or a scientist. However, the nearby word *brain* is a clue to its meaning. Another clue is the phrase "the right side just over the temple." These clues allow you to guess that the term describes a section of the brain.

**Practice and Apply** Find the following terms in "Is 16 Too Young to Drive a Car?" On a separate piece of paper, fill out a chart like this one.

Word	Context Clues	Guessed Definition	Dictionary Definition
brain scan (line 153)			
neurologically (line 208)			
fully mature (line 168)			
limbic system (line 186)			