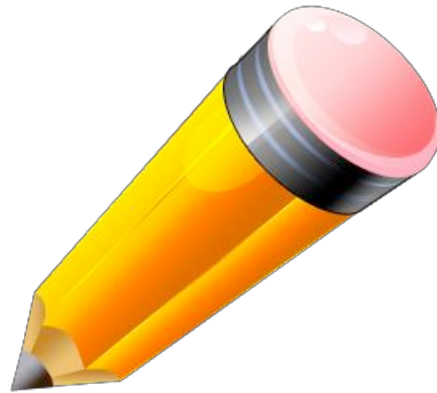


ENGLISH LANGUAGE ARTS



Grade 8: Unit 2

Reading Informational Text Argument and Research Writing

Course Description (Workshop Model)

Eighth grade English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing, and learning multiple strategies to help students learn to monitor their reading comprehension. The 8th grade curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing, and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer’s workshop is employed so that all students can improve their skills and voices as writers. The teachers will instruct students using the workshop model philosophy with the use of the “I DO, WE DO, YOU DO” method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The 8th grade English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.

Rationale

In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.

ESL Framework

This ESL framework was designed to be used by bilingual, dual language, ESL and general education teachers. Bilingual and dual language programs use the home language and a second language for instruction. ESL teachers and general education or bilingual teachers may use this document to collaborate on unit and lesson planning to decide who will address certain components of the New Jersey Student Learning Standard (NJSLS) and language objective. ESL teachers may use the appropriate leveled language objective to build lessons for ELLs which reflects what is covered in the general education program. In this way, whether it is a pull-out or push-in model, all teachers are working on the same Student Learning Standard. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium's English Language Development (ELD) standards with the New Jersey Student Learning Standards. WIDA's ELD standards advance academic language development across content areas ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this framework will assist all teachers who work with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. Even though listening and reading (receptive) skills differ from speaking and writing (expressive) skills across proficiency levels the cognitive function should not be diminished. For example, an Entering Level One student only has the linguistic ability to respond in single words in English with significant support from their home language. However, they could complete a Venn diagram with single words which demonstrates that they understand how the elements compare and contrast with each other or they could respond with the support of their home language (L1) with assistance from a teacher, para-professional, peer or a technology program.

Pacing Chart – Unit 2

<http://www.state.nj.us/education/cccs/frameworks/ela/8.pdf>

Topic: Reading Informational Text Argument and Research Writing	NJSLS	
<p>DISTRICT RESOURCES</p> <p>Reading Instruction:</p> <p>Novels: <i>Fahrenheit 451</i> by Ray Bradbury <i>A Long Walk To Water</i> by Linda Sue Park</p> <p>HML Unit 1: Text Analysis: Plot and Conflict</p> <p>HML Unit 7: History, Culture, and the Author</p> <p>HML Unit 8-10: Facts and Information, Argument and Persuasion, The Power of Research</p> <p>Writing Instruction: Argument and Research Writing; PARCC Introductory Lessons, Research Simulation Tasks</p>	<p><u>Reading Standards:</u></p> <p style="text-align: center;">Literature</p> <p style="text-align: center;">RL.8.1, RL.8.2, RL.8.6</p> <p style="text-align: center;">Informational</p> <p style="text-align: center;">RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9</p> <p><u>Writing Standards:</u></p> <p style="text-align: center;">W.8.1.A, W.8.1.B, W.8.1.C, W.8.1.D, W.8.1.E, W.8.4, W.8.5, W.8.6, W.8.8, W.8.10</p> <p><u>Language Standards:</u></p> <p style="text-align: center;">L.8.1.B, L.8.2.B, L.8.2.C, L.8.3.A, L.8.4.A, L.8.4.C, L.8.4.D, L.8.5.B, L.8.6</p> <p><u>Speaking and Listening Standards:</u></p> <p style="text-align: center;">SL.8.1.A, SL.8.1.B, SL.8.1.C, SL.8.1.D, SL.8.2, SL.8.4, SL.8.6</p>	<p>Instruction: 8 weeks</p> <p>Assessment: 1 week</p>

Effective Pedagogical Routines/Instructional Strategies

<p style="text-align: center;">Collaborative problem solving</p> <p style="text-align: center;">Writing to learn Making thinking visible Note- taking</p> <p style="text-align: center;">Rereading & rewriting</p> <p style="text-align: center;">Establishing text-based norms for discussions & writing Establishing metacognitive reflection & articulation as a regular pattern in learning</p> <p style="text-align: center;">Quick writes</p> <p style="text-align: center;">Pair/trio Sharing</p> <p style="text-align: center;">Turn and Talk</p> <p style="text-align: center;">Charting</p> <p style="text-align: center;">Gallery Walks Whole class discussions</p> <p style="text-align: center;">Modeling</p>	<p style="text-align: center;">Word Study Drills</p> <p style="text-align: center;">Flash Cards</p> <p style="text-align: center;">Interviews</p> <p style="text-align: center;">Role Playing Diagrams, charts and graphs</p> <p style="text-align: center;">Storytelling</p> <p style="text-align: center;">Coaching</p> <p style="text-align: center;">Reading partners</p> <p style="text-align: center;">Visuals</p> <p style="text-align: center;">Reading Aloud</p> <p style="text-align: center;">Model (I Do), Guided Practice (We Do), Independent Practice (You Do)</p> <p style="text-align: center;">Trackers</p> <p style="text-align: center;">Multiple Response Strategies</p> <p style="text-align: center;">Choral reading</p> <p style="text-align: center;">Reader's/Writer's Notebooks</p> <p style="text-align: center;">Conferencing</p>
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Educational Technology Standards

8.1.8.B.2, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3, 8.1.8.D.4, 8.1.8.D.5, 8.1.8.E.1

Creativity and Innovation

Synthesize and publish information about a local or global issue or event.

Example: After reading the Harvey Daniels' text *Florida School Allows Cell Phones in Class*, create a blog post regarding your stance on this issue, synthesizing information from the Internet, the text, and personal experiences.

Digital Citizenship

Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Demonstrate the application of appropriate citations to digital content.

Demonstrate an understanding of fair use and Creative Commons to intellectual property.

Assess the credibility and accuracy of digital content.

Understand appropriate uses for social media and the negative consequences of misuse.

Example: Model and implement appropriate online behaviors when utilizing Google Classroom, the Internet, and other forms of digital tools to complete both classroom and at-home assignments and tasks.

Research and Information Literacy

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Example: After reading the IFL Unit, *Forensic Anthropology and the Science of Solving Crimes: Reading and Writing Informational Text*, research information about the Body Farm and how the simulation can be used to solve real-life crimes.

Computer Skills

Keyboarding - Demonstrate mastery of:

- Home Row
- Upper Row and Lower Row
- Number Row
- Shift Key

Basic Computer Skills – Demonstrate mastery of:

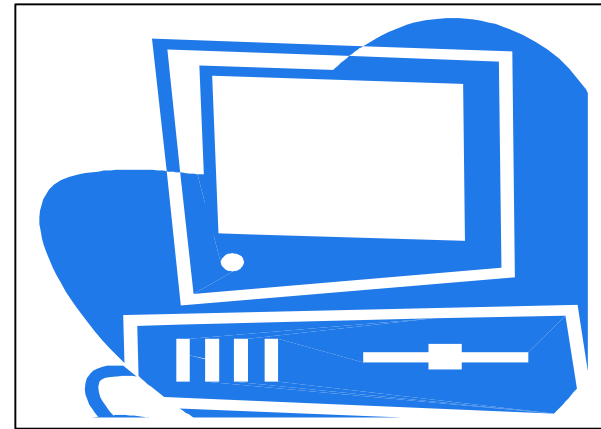
- Acceptable Use Policies
- Symbols of Technology
- Dramatic Digital Video
- Printer and Scanner
- Identifying Computer Devices
- Audience and Media

Word Processing- Demonstrate mastery of:

- Creating and Organizing Content
- Revising, Formatting, Proofreading, and Editing
- Page Layout and Desktop Publishing
- Copy, Cut, and Paste
- Insert Clip Art, Columns, and Chart/Table
- Headers/Footers
- Bold/Alignment

Stamina - In accordance with [NJSLs ELA-W.8.6](#)

- Use technology, including the Internet, to produce and publish writing and **present the relationships between information and ideas efficiently**, as well as to interact and collaborate with others.



Career Ready Practices

Standards

CRP1, CRP6, CRP7, CRP9, CRP11, CRP12

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students can demonstrate the responsibilities associated with being a member of a community when engaging in collaborative pair/trio partnerships and when participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Example: In this unit, students will demonstrate creativity and innovation when engaging in classroom discussions, and when producing writing pieces, such as the IFL Culminating assignment, as well as the Research-Simulation Task (PARCC Writing).

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Example: In this unit, students will employ valid and reliable research strategies when producing argument and research writing pieces.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Example: When engaging in classroom discussions and activities, students will take leadership roles to model integrity and ethical behaviors that contributes to the organization of the classroom culture.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Example: In this unit, students will find the productive value of Google Classroom and other technology applications to accomplish in-class and at-home assignments and tasks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk discussions and cooperative learning techniques to cite textual evidence and make relevant connections that most strongly supports an analysis.

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>

WIDA Proficiency Levels: At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<p>Specialized or technical language reflective of the content areas at grade level A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level Oral or written communication in English comparable to proficient English peers</p>
5- Bridging	<p>Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</p>
4- Expanding	<p>Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support</p>
3- Developing	<p>General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</p>
2- Beginning	<p>General language related to the content area Phrases or short sentences Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support</p>
1- Entering	<p>Pictorial or graphic representation of the language of the content areas Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</p>

Differentiated Instruction

Accommodate Based on Students' Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<p>Extra time for assigned tasks</p> <p>Adjust length of assignment</p> <p>Timeline with due dates for reports and projects</p> <p>Communication system between home and school</p> <p>Provide lecture notes/outline</p>	<p>Extra Response time</p> <p>Have students verbalize steps</p> <p>Repeat, clarify, or reword directions</p> <p>Mini-breaks between tasks</p> <p>Provide a warning for transitions</p> <p>Reading partners</p>	<p>Precise step-by-step directions</p> <p>Short manageable tasks</p> <p>Brief and concrete directions</p> <p>Provide immediate feedback</p> <p>Small group instruction</p> <p>Emphasize multi-sensory learning</p>	<p>Teacher-made checklist</p> <p>Use visual graphic organizers</p> <p>Reference resources to promote independence</p> <p>Visual and verbal reminders</p> <p>Graphic organizers</p>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<p>Computer/whiteboard</p> <p>Tape recorder</p> <p>Spell-checker</p> <p>Audio-taped books</p>	<p>Extended time</p> <p>Study guides</p> <p>Shortened tests</p> <p>Read directions aloud</p>	<p>Consistent daily structured routine</p> <p>Simple and clear classroom rules</p> <p>Frequent feedback</p>	<p>Individual daily planner</p> <p>Display a written agenda</p> <p>Note-taking assistance</p> <p>Color code materials</p>

Differentiated Instruction

Accommodate Based on Students' Individual Needs:

Leveled Text
Chunking text
Choice Board
Cubing
Socratic Seminar
Tiered Instruction
Small group instruction
Sentence starters/frames
Writing scaffolds
Tangible items/pictures (i.e., to facilitate vocabulary acquisition)
Tiered learning stations
Tiered questioning
Data-driven student partnerships

Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines

IFL Forensic Anthropology:

Social Studies Connection: RH.6-8.3, RH.6-8.7

Discuss any major historical events that have contributed to the field of Forensic Science. Students will compare the body structure of individuals from different parts of the world, different cultures, and/or different periods in history.

http://www.softschools.com/timelines/forensic_science_timeline/99/

<http://www.buzzle.com/articles/human-body-diagram.html>

Science Connection: MS-LS3-1, MS-LS3-2

As students get a firsthand look on how crime scenes are investigated, they will learn different interview techniques. Students will fill in the shoes of police detectives using the information learned from reading about fingerprinting and teeth analysis to solve crime activities.

http://www.ehow.com/info_7970276_crime-scene-investigations-kids.html

Math Connection: 8.SP

Prepare a timeline that shows significant individuals and events that led to the present-day Forensic Science. Students will prepare a table of statistics and try to find a relationship between the overall height of an individual and the length of certain bones in the body.

<http://www.timetoast.com/timelines/major-developments-in-forensic-science-history--6>

Art Connection: 1.1.8.D.1, 1.2.8.A.1

Students will be given a replica of a skull. Given details on the “victim”, students will recreate the face. Details can include gender, race, age, facial markings, teeth, scars, etc.

http://anthropology.si.edu/writteninbone/facial_reconstruction.html

Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on students' individual needs.

Seeking to build each learner's capacity to do the following:

Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.

Pose questions and exhibit sincere curiosity about principles and how things work.

The ability to grasp concepts and make real world and cross-curricular connections.

Generate theories and hypotheses and pursue methods of inquiry.

Produce products that express insight, creativity, and excellence.

Possess exceptional leadership skills.

Evaluate vocabulary

Elevate Text Complexity

Inquiry based assignments and projects

Independent student options

Tiered/Multi-level activities

Purposeful Learning Center

Open-ended activities and projects

Form and build on learning communities

Providing pupils with experiences outside the 'regular' curriculum

Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.

A higher quality of work than the norm for the given age group.

The promotion of a higher level of thinking and making connections.

The inclusion of additional subject areas and/or activities (cross-curricular).

Using supplementary materials in addition to the normal range of resources.

Assessments

Required District/State Assessments

Study Island

Writing Prompts

DRA2

PARCC

Suggested Formative/Summative Classroom Assessments

Short constructed response questions

Multiple Choice questions

Quizzes

Journals

Essays

Quick writes

Summative chapter test

Accountable Talk

Projects

Portfolio

Observation

Exit Slips

Graphic Organizers

Presentations (incorporating Web 2.0 tools)

Homework

Role Playing

Concept Mapping

Anecdotal Notes

Student Conferencing

Grade: 8	ELA Standards	Standards in each Unit			
		1	2	3	4
LANGUAGE					
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.8.1A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	X			
L.8.1B	Form and use verbs in the active and passive voice.		X		
L.8.1C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood			X	
L.8.1D	Recognize and correct inappropriate shifts in verb voice and mood.				X
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.8.2A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.			X	
L.8.2B	Use an ellipsis to indicate an omission.		X		
L.8.2C	Spell correctly.	X	X	X	X
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
L.8.3A	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		X	X	
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.				
L.8.4A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	X	X	X	X
L.8.4B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).				X
L.8.4C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	X	X	X	X
L.8.4D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	X	X	X	X
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				

L.8.5A	Interpret figures of speech (e.g. verbal irony, puns) in context.			X	
L.8.5B	Use the relationship between particular words to better understand each of the words.		X		
L.8.5C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).			X	
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X	X	X	X
READING: LITERATURE					
RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	X	X	X	X
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	X		X	X
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	X		X	X
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			X	X
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	X	X	X	X
RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.			X	
RL.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.			X	
RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.				X

READING: INFORMATIONAL TEXT

RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	X	X	X	X
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	X	X	X	X
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	X	X	X	X
RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.		X	X	X
RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	X	X	X	X
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		X		
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		X		
RI.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		X		
RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.				X
WRITING					
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.				
W.8.1A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		X		

W.8.1B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		X		
W.8.1C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		X		
W.8.1D	Establish and maintain a formal style.		X		
W.8.1E	Provide a concluding statement or section that follows from and supports the argument presented.		X		
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
W.8.2A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).	X			X
W.8.2B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	X			X
W.8.2C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	X			X
W.8.2D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	X			X
W.8.2E	Establish and maintain a formal style/academic style, approach, and form.	X			X
W.8.2F	Provide a concluding statement or section that follows from and supports the information or explanation presented.	X			X
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				
W.8.3A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			X	
W.8.3B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.			X	
W.8.3C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.			X	
W.8.3D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey			X	

	experiences and events.				
W.8.3E	Provide a conclusion that follows from and reflects on the narrated experiences or events.			X	
W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	X	X	X	X
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	X	X	X	X
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	X	X	X	X
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	X	X	X	X
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	X	X	X	X
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.8.9A	Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	X	X	X	X
W.8.9B	Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	X	X	X	X
W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X	X	X	X
SPEAKING AND LISTENING					
SL.8.1A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	X	X	X	X

	A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				
SL.8.1B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	X	X	X	X
SL.8.1C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	X	X	X	X
SL.8.1D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	X	X	X	X
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.			X	X
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		X		
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	X	X	X	
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.				X
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	X	X	X

Grade: 8	Unit: 2	Topic: Reading Informational Text; Argument/Research Writing
Standards – NJSL:		
Reading Literature: RL.8.1, RL.8.2, RL.8.6 Reading Informational Text: RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9		
Writing: W.8.1.A, W.8.1.B, W.8.1.C, W.8.1.D, W.8.1.E, W.8.4, W.8.5, W.8.6, W.8.8, W.8.10		
Language: L.8.1.B, L.8.2.B, L.8.2.C, L.8.3.A, L.8.4.A, L.8.4.C, L.8.4.D, L.8.5.B, L.8.6		
Speaking and Listening: SL.8.1.A, SL.8.1.B, SL.8.1.C, SL.8.D, SL.8.3, SL.8.4, SL.8.6		
HML Unit - CCSS:		
Reading Informational Text: RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6, RI.8.10 Writing: W.8.2, W.8.4, W.8.5, W.8.9, W.8.10		
Language: L.8.1, L.8.2, L.8.4, L.8.5		
Speaking and Listening: SL.8.1		
<i>HML Forensic Anthropology and the Science of Solving Crimes: Reading and Writing Informational Text</i>		
Engaging Students in Rigorous, Coherent Reading and Writing Instruction:		
In this unit, students will read four informational texts on the subject of forensic anthropology. Through engaging in this unit, students will:		
deepen their understanding of the role of forensic anthropologists		
learn how to discern central from supporting ideas in a complex informational text		
learn how to analyze the methods writers use to teach readers about topics and content domains		
learn how writers support their explanations by their choice of words and phrases		
use evidence from the four texts to develop an explanatory essay		
Required Resources for HML		
<i>What is Forensic Anthropology</i> , by R.U. Steinberg		
<i>Dead Men Talking</i> , by David Kohn		
<i>Identifying the Victim</i> , by Angela Libel		
<i>Giving Faces to the Lost</i> , by Angela Libel		

New Jersey Student Learning Standard (NJSL) RL.8.1

NJSL: Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Element of the NJSL: Cite text and make connections to support inferences from stories and poems.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Closely read the text</p> <p>Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim</p> <p>Identify and analyze author’s purposeful use of language and literary devices</p> <p>Make personal connections, make connections to other text, and/or global connections when relevant</p> <p>Gather evidence from the text to support inferences or explicit meaning</p>	<p>How can I defend my position using key and supporting details?</p> <p>How can I make an inference based on details to identify the underlying meaning?</p> <p>How can I seek additional information to justify inferences?</p> <p>How can I provide strong textual evidence?</p>	<p>Utilize a three-column graphic organizer to distinguish between details and evidence that support inferences.</p> <p>Use a double entry journal to chart inferences, and evidence from the text to support.</p> <p>Students answer text-dependent question(s) in their Reader’s Notebooks.</p> <p>Underline and mark provided text for defense of opinions.</p> <p>In groups, identify textual evidence to then formulate a visual presentation.</p>

	<p>Paraphrase and directly quote evidence from text</p> <p>Correctly cite evidence</p> <p>Use evidence from the text to make and check predictions when reading</p> <p>Read and analyze a variety of literary genres and informational texts</p> <p>Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</p> <p>Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</p> <p>Refer to the text for support when analyzing and drawing inferences</p>		
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<p>ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group</p>	<p>Analyze the text Identify the main idea Identify supporting details Identify explicit textual evidence Draw inferences Support inference using several pieces from the text Provide inferences and support for inferences made</p>	<p>How can you determine the main idea? How can you support the main idea using supporting details? How can you use details to make an inference?</p>	<p>Use a graphic organizer to chart main idea supporting details. Use a double entry journal to chart supporting details and make inferences. In pairs, have students chart supporting details to summarize the text. Then, pairs of students will share their findings with the whole class. After reading aloud an adapted text and following teacher's exemplar, students will pair up to complete a chart featuring citations from text, their inferences, and supporting evidence.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Analyze the text Identify the main idea Identify supporting details Identify explicit textual evidence Draw inferences Support inference using several pieces from the text Provide inferences and support for inferences made</p>	<p>Which of the following sentences summarizes the main idea? Which sentences best support the main idea?</p>	<p>Have students match sentence citations from appropriately leveled text to visual representations. Given a group of appropriately leveled sentences, have students underline the sentences that support the main idea. Ask students to show you in the text what makes them think the way they do. After reading aloud an appropriately leveled text, have students talk with a partner to identify the main idea. Then ask students to brainstorm supporting details.</p>

Sample Test-Released Item: 5913_A EBSR The Fox and the Horse

Part A

Which **two** sentences belong in a summary of “The Fox and the Horse”?

- A. The old horse is sent away by his owner.
- B. The horse lay down as the fox told him to do.
- C. The horse receives help from a cunning fox.
- D. The peasant does not want to feed an old horse.
- E. The birds in the forest are frightened by the lion.
- F. The horse ignores the lion’s enraged roar.

Part B

Which **two** additional sentences belong in the summary in Part A?

- A. The horse was sad when his master turned him out.
- B. The fox promises the lion a special meal.
- C. The fox tricks the lion into being tied to the horse.
- D. The horse is able to bring a lion back to his master.
- E. The lion is in his den when the fox comes to trick him.
- F. The master forgot the horse’s many years of service.

New Jersey Student Learning Standard (NJSLS) RL.8.2

NJSLS: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Essential Element of the NJSLS: Recount an event related to the theme or central idea, including details about character and setting.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence</p> <p>Analyze the development of the theme or central idea over the course of the fictional or informational text</p> <p>Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts</p> <p>Summarize the text objectively, capturing the main ideas</p>	<p>What is the central idea of the text?</p> <p>What evidence can I find to support my determined theme?</p> <p>How can I use facts, inferences, and implied meanings to identify a theme?</p> <p>What detail first indicated the central theme in the text?</p> <p>How does the author develop the central idea?</p>	<p>Underline and mark provided text to support the identified theme.</p> <p>In pairs, chart details to summarize the text.</p> <p>Create a variety of possible alternative titles for a piece of writing that describes the central idea or theme.</p> <p>Synthesize theme and story elements by noting how each develops over the course of a text. Students can chart elemental changes by noting the differences that occur throughout the course of the text.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading,</p>	<p>Identify theme</p> <p>Supporting details</p> <p>Development of characters</p>	<p>What is the central idea or theme of the text?</p> <p>What are the supporting</p>	<p>Use a whip-around to brainstorm the central idea or theme and supporting details.</p>

<p>Speaking Special Education Students - Mid Group</p>	<p>Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence Understand the development of the theme or central idea over the course of the text Identify how the theme or central idea relates to the characters, setting, and/or plot Understand how to summarize the text objectively, capturing the main ideas</p>	<p>details that support the central idea or theme _____ or _____? Do the characters develop over the course of the story?</p>	<p>In a guided reading activity, use a flow chart and phrases / sentences to show the development of a central idea in a simple text In pairs, have students chart details to support the theme. Have students use a character web to show character development.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Identify theme Supporting details Development of characters Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence Identify how the theme or central idea relates to the characters, setting, and/or plot Understand how to</p>	<p>Which of the following sentences summarizes the theme of the story? Which group of words and phrases describes the main character? Are the supporting details that support the central idea or theme _____ and _____? Do the characters develop over the course</p>	<p>Have students match phrase or sentence citations about the characters with visual representations. Have students underline the sentences that support the theme or central idea. In pairs, have students match the theme / central idea with corresponding words, pictures, and phrases. Have students underline the words and phrases that describe the main character. In a guided reading activity, use a flow</p>

	summarize the text objectively, capturing the main ideas	of the story?	chart, visuals, and a word bank of pre-taught words and phrases to show the development of central idea/ theme in a simple text. Have students use a character web to show character development.
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Sample Test Released Item: 5913_A EBSR The Fox and the Horse

Part A

Which **two** sentences belong in a summary of “The Fox and the Horse”?

- A. The old horse is sent away by his owner.
- B. The horse lay down as the fox told him to do.
- C. The horse receives help from a cunning fox.
- D. The peasant does not want to feed an old horse.
- E. The birds in the forest are frightened by the lion.
- F. The horse ignores the lion’s enraged roar.

Part B

Which **two** additional sentences belong in the summary in Part A?

- A. The horse was sad when his master turned him out.
- B. The fox promises the lion a special meal.
- C. The fox tricks the lion into being tied to the horse.
- D. The horse is able to bring a lion back to his master.
- E. The lion is in his den when the fox comes to trick him.
- F. The master forgot the horse’s many years of service.

New Jersey Student Learning Standard (NJSL) RL.8.6

NJSLS: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Essential Element of the NJSLS: Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Provide a statement of an author’s point of view and author’s purpose in a fiction and nonfiction text</p> <p>Determine how one or more differences in the points of view can create bias in fiction and nonfiction text</p> <p>Explain how the author acknowledges and responds to counterarguments</p> <p>Analyze how the author uses literary devices to develop effects such as suspense or humor</p> <p>Analyze the impact of the author’s point of view or purpose choices on the reader</p>	<p>What is the characters’ point of view?</p> <p>What is the author’s text effect?</p> <p>What is the narrator’s intended response from the reader?</p> <p>How does the narrator feel about the topic?</p> <p>What is the narrator’s motivation for creating this narrative voice here?</p>	<p>After reading texts, identify and explain various points of view.</p> <p>Contrast the points of view of a character and the audience/reader.</p> <p>Using a hypothetical scenario from the text and/or one that is relevant to the students, students are given an option to retell the story from a different perspective. Students re-write the scenario from the point of view, using their work as examples of how narrative voice can change depending upon the narrator’s intention for the audience or reader.</p>

	Evaluate the effectiveness of the author's point of view or purpose choices		
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Author's point of view Literary device such as; suspense Understand that one or more differences in the points of view can create bias in fiction and nonfiction text Understand counterarguments	Is the character's point of view ____ or ____? Is the character's point of view different from that of the audience? Is the author's text effect ____ or ____? Is the narrator's intended response from the reader ____ or ____? How does the narrator feel about the topic?	Model for students how to identify characters' point of view based on a short, adapted text. In a 'think-pair-share', students will discuss with a partner a point of view different from that of the characters.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Author's point of view Literary device such as; suspense Understand that one or more differences in the points of view can create bias in fiction and nonfiction text Understand counterarguments	Which sentence in the paragraph shows the character's point of view? Is the character's point of view different from that of the audience? Is the author's text effect _____? Is the narrator's intended response from the reader _____?	Model for students how to identify the character's point of view based on a short, adapted text. After reading aloud and comprehending an appropriately leveled text, students will be given a multiple-choice activity to choose the character's point of view. Students can also be asked to go back to the text and highlight the sentence featuring the character's point of view.

		How does the narrator feel about the topic?	
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Sample Test Released Item: 5258_A EBSR Excerpt from The Girl Who Threw Butterflies

Part A

How does the information in paragraph 2 help the reader understand the boys' point of view toward Molly?

- A. The reader learns that the boys enjoy making Molly feel confused about how they will treat her.
- B. The reader learns that the boys overlook Molly because they have little experience communicating with girl teammates.
- C. The reader learns that the boys are embarrassed to talk to Molly when others are present.
- D. The reader learns that the boys ignore Molly in order to avoid making her feel uncomfortable.

Part B

How does the answer to Part A contribute to the overall effect of the passage?

- A. It creates tension, which adds to the conflict in the passage.
- B. It introduces uncertainty to set the tone of the passage.
- C. It develops an uplifting theme for the passage.
- D. It suggests a positive turn of events in the passage.

New Jersey Student Learning Standard (NJSLS) RI.8.1

NJSLS: Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Element of the NJSLS: Cite text to support inferences and make connections from informational text

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Closely read the text</p> <p>Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim</p> <p>Identify and analyze author’s purposeful use of language and literary devices</p> <p>Make personal connections, make connections to other text, and/or global connections when relevant</p> <p>Gather evidence from the text to support inferences or explicit meaning</p> <p>Paraphrase and</p>	<p>How can I provide strong textual evidence from the informational text to support my analysis?</p> <p>What is stated explicitly in the text?</p> <p>What inferences can I make based on the information explicitly stated?</p> <p>How can I justify and support my inferences?</p>	<p>Use a graphic organizer to chart details, linking subject matter from a non-fiction piece with informational pieces.</p> <p>Analyze informational texts for concrete details and engaging quotations.</p> <p>Use a double entry journal to chart inferences, and evidence from the text to support.</p>

	<p>directly quote evidence from text</p> <p>Correctly cite evidence</p> <p>Use evidence from the text to make and check predictions when reading</p> <p>Read and analyze a variety of literary genres and informational texts</p> <p>Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</p> <p>Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</p> <p>Refer to the text for support when analyzing and drawing inferences</p>		
ESL Levels 2.5-3.9	<p>Identifying the main idea</p> <p>Identifying supporting</p>	How can I cite textual evidence to support my	Use a graphic organizer to chart details that support the main idea.

<p>WIDA 2: Reading, Speaking Special Education Students - Mid Group</p>	<p>details Analyzing details Organizing information Citing evidence Making inferences Supporting inferences with evidence Providing evidence</p>	<p>analysis? What is the main idea? What is stated explicitly in the text? What inferences can I make based on the information explicitly stated? How can I justify and support my inferences?</p>	<p>Use a double entry journal to chart details and make inferences. In pairs, have students chart details to summarize the text.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Identifying the main idea Identifying supporting details Analyzing details Organizing information Citing evidence Making inferences Supporting inferences with evidence Providing evidence</p>	<p>Can I cite textual evidence to support my analysis? Is the main idea _____ or _____? Is _____ stated explicitly in the text? Can I make _____ inferences based on the information explicitly stated? Can I justify and support my inferences?</p>	<p>Have students match sentence citations from appropriately leveled text with visual representations. Provide students with appropriately leveled sentences and have students underline the sentences that support the main idea. With the teacher's prompt and support, students will use a partially filled graphic organizer to chart supporting details. Ask students to show you in the appropriately leveled text what makes them think the way they do.</p>

Sample Test Released Item: 5728 EBSR Plate Tectonics: Moving and Shaking

Which events can be caused when magma rises to Earth's surface and pushes two or more plates apart?

Select **three** phrases from paragraphs 7 and 8 and drag them into the boxes labeled Effects.

Cause: Magma rises and pushes plates apart.

Effects

New Jersey Student Learning Standard (NJSLS) RI.8.2

NJSLS: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Essential Element of the NJSLS: Provide a summary of a familiar informational text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence</p> <p>Analyze the development of the theme or central idea over the course of the fictional or informational text</p> <p>Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts</p> <p>Summarize the text objectively, capturing the main ideas</p>	<p>What is the central idea?</p> <p>How is the central idea developed?</p> <p>What supporting ideas are included in the text?</p> <p>Was the central idea revealed through examples that repeated the idea through images, or the authors' conclusions?</p>	<p>With a partner, read an informational text and determine the central idea.</p> <p>In groups, students record the central idea of the text on chart paper, and note the author's choice of structure, and how the author adds information, features, and explains and supports with details over the course of the text.</p> <p>After reading an informational text, each student will develop an objective summary.</p>

<p>ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group</p>	<p>Identifying the theme / central idea Supporting details Development of events</p> <p>Summarize the text Understand the development of the theme or central idea over the text Understand how the theme or central idea relates to the characters, setting, and/or plot</p>	<p>Is the central idea ____ or ____? How is the central idea developed? Is it by ____ or ____? Are supporting ideas included in the text? Was the idea repeated through images, or the authors' conclusions?</p>	<p>Model for students how to make a connection between the theme and developing events in an adapted text.</p> <p>Provide students with a graphic organizer and have students list important events.</p> <p>Have students utilize a previously completed graphic organizer about major events in order to write a summary.</p> <p>Use a whip-around to determine different student interpretations of the text.</p> <p>In a guided reading activity, use a flow chart and phrases / sentences to show the development of a central idea in a simple text</p> <p>In pairs, have students chart details to support the theme.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Identifying the theme / central idea Supporting details Development of events</p> <p>Summarize the text Understand the development of the theme or central idea over the text Understand how the theme or central idea</p>	<p>Is the central idea _____ How is the central idea developed? Is it by _____ Are supporting ideas ____ and ____ that are included in the text? Was ____ idea repeated through images, or the authors'</p>	<p>Have students match sentence citations from appropriately leveled text with visual representations.</p> <p>Provide students with appropriately leveled sentences and have students underline the sentences that support the central idea.</p> <p>With teacher's prompt and support, have students underline the sentences that support the central idea.</p>

	relates to the characters, setting, and/or plot	conclusions?	
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Sample Test Released Item: 5728 EBSR Plate Tectonics: Moving and Shaking

Which events can be caused when magma rises to Earth's surface and pushes two or more plates apart?

Select **three** phrases from paragraphs 7 and 8 and drag them into the boxes labeled Effects.

Cause: Magma rises and pushes plates apart.

Effects

New Jersey Student Learning Standard (NJSLS) RI.8.3

NJSLS: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Essential Element of the NJSLS: Recount events in the order they were presented in the text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Track key individuals, events, and/or ideas in informational texts</p> <p>Understand how different text structures present and link information.</p> <p>Reflect on how the writer’s choice of structure relates to the overall central idea or purpose</p> <p>Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events</p> <p>Analyze a writer’s style and presentation</p>	<p>How can I make connections to other informational texts I have read?</p> <p>How is the text structure presented, and how does it link information?</p>	<p>Use the think-aloud strategy to model how to make each type of connection, using your list of personal connections to the particular text.</p> <p>Ask students to share a few quick examples of the kinds of connections, and explain why some might help their understanding of the text more than others.</p> <p>List your own connections to the text using a Double-Entry Journal.</p>

	<p>to determine the relationship between individuals, ideas, or events</p> <p>Determine why the author chose to make connections and distinctions between particular individuals, ideas, or events</p> <p>Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader</p> <p>Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea</p>		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Mid</p>	<p>Understand critical knowledge and skills identify key individuals, events, and/or ideas in informational texts</p> <p>Understand how different text structures present and link information.</p>	<p>What connections do you see among characters within the text?</p> <p>How can you compare these connections?</p>	<p>Model for students how to identify examples featuring particular connections between characters.</p> <p>With the teacher's prompt and support, students will identify examples from text demonstrating connections between individuals</p>

Group	<p>Understand how writer's choice of structure relates to the overall central idea or purpose</p> <p>Understand a writer's style and presentation to determine the relationship between individuals, ideas, or events</p> <p>Determine why the author chose to make connections and distinctions between particular individuals, ideas, or events</p> <p>Determine the impact of the connections and distinctions between ideas, individuals, and events on the reader</p>		
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Understand how writer's choice of structure relates to the overall central idea or purpose</p> <p>Understand a writer's style and presentation to determine the relationship between individuals, ideas, or events</p> <p>Determine why the</p>	<p>How are the two characters similar or different?</p>	<p>Using an appropriately leveled short story, model for students how to identify examples featuring particular connections between characters.</p> <p>With the teacher's prompt and support, students will use a bank of pre-taught words / phrases and a partially filled graphic organizer to identify two examples that demonstrate connections between individuals.</p>

	<p>author chose to make connections and distinctions between particular individuals, ideas, or events</p> <p>Determine the impact of the connections and distinctions between ideas, individuals, and events on the reader</p>		
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Sample Test Released Item: 5728 EBSR Plate Tectonics: Moving and Shaking

Which events can be caused when magma rises to Earth's surface and pushes two or more plates apart?

Select **three** phrases from paragraphs 7 and 8 and drag them into the boxes labeled Effects.

Cause: Magma rises and pushes plates apart.

Effects

New Jersey Student Learning Standard (NJSLS) RI.8.4

NJSLS: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Essential Element of the NJSLS: Determine connotative meanings of words and phrases in a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</p> <p>Provide an analysis of the impact of specific word choice on meaning and/or tone</p> <p>Identify analogies and allusions</p> <p>Analyze why the author chose to include specific word choice, including analogies or allusions</p> <p>Analyze how specific word choice, including analogies and allusions, impacts the reader</p> <p>Evaluate the effectiveness of the author's choice to use</p>	<p>How can I determine the connotative and figurative meaning of words as they are used in an informational text?</p> <p>How can I use words found around unknown multiple-meaning words to understand meaning?</p> <p>How can I differentiate between a literal meaning and a figurative meaning?</p> <p>How can I understand technical meanings?</p> <p>Who is the intended audience?</p> <p>What affect would this figurative language have on the audience?</p>	<p>Use a word wall to identify any word for which students need clarification.</p> <p>Create a graphic organizer noting literal and implied meanings of words.</p> <p>Have students Think-Pair-Share in regard to why the author chose to use specific words.</p> <p>After reading an informational text, students will analyze the tone of the text and underline those words.</p> <p>Students identify and color code words and phrases that create a variety of tones within nonfiction texts.</p>

	specific word choice		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Mid Group</p>	<p>Determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</p> <p>Understand specific word choice on meaning and/or tone</p> <p>Understand what are analogies and allusions</p> <p>Understand word choice</p> <p>Know that specific word choice impacts the reader</p>	<p>What is connotation _____ or _____?</p> <p>What is figurative language?</p> <p>How can I tell the connotative and figurative meaning of words as they are used in an informational text?</p> <p>How can I distinguish between a literal meaning and a figurative / connotative meaning?</p>	<p>Model for students how to determine the connotative and figurative meaning of words as they are used in an appropriately leveled text.</p> <p>Using a vocabulary word map, students will distinguish between literal and figurative or connotative meaning of words as they appear in an appropriately leveled text.</p>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</p> <p>Understand specific word choice on meaning and/or tone</p> <p>Understand what are analogies and allusions</p> <p>Understand word choice</p> <p>Know that specific word choice impacts the reader</p>	<p>Is a connotation _____?</p> <p>Is _____ an example of figurative language?</p> <p>What does the word / phrase _____ mean in the reading selection?</p> <p>Which of the following words can best replace the underlined word in the sentence?</p>	<p>Model for students how to determine the connotative and figurative meaning of words as they are used in appropriately leveled sentences.</p> <p>Using a word wall of pre-taught connotative and figurative meanings of specific words, students will complete cloze sentences.</p>

New Jersey Student Learning Standard (NJSLs) RI.8.5

NJSLs: Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

Essential Element of the NJSLs: Locate the topic sentence and supporting details in a paragraph.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Compare and contrast the structure of two or more texts</p> <p>Provide an analysis of how the differing structure of each text contributes to its meaning and style</p> <p>Analyze why each author chose their particular structure to contribute to the meaning and style of the text</p> <p>Analyze the impact that the structure choice has on the reader</p> <p>Make a judgment about which text structure more effectively contributes to the meaning and style of the text</p>	<p>What is the structure of the text?</p> <p>How is this paragraph organized?</p> <p>What is the key concept?</p> <p>How was the key concept developed?</p> <p>Which sentence(s) specifically develop the concept?</p> <p>What information does _____ (text feature) provide?</p> <p>Is this information also included in the text or solely found in the _____ (text feature)?</p>	<p>Create a graphic organizer to understand types of sentences.</p> <p>After reading a paragraph, students will analyze the sentence structure.</p> <p>In a small group, students can separate sentences of a well-constructed paragraph and reorder them in the order that best builds meaning for them as a reader. (Sentence strips work well for this activity).</p> <p>Other groups of students may also have select paragraphs from the same section to reorder. Each group may share, using their own language and impressions, on the role each sentence served in the paragraph.</p>

<p>ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group</p>	<p>Understand how to compare and contrast the structure of two or more texts Understand the teachers analysis of how the differing structure of each text contributes to its meaning and style Identify why each author chose their particular structure Identify the impact that the structure choice has on the reader</p>	<p>Is the structure of the text ___ or ___? How is this paragraph organized? What is the key concept, _____ or _____? Was the key concept developed by ___ or _____? Which sentence(s) specifically develop the concept? What information does _____ (text feature) provide (____ or ____)? Is this information also included in the text or solely found in the _____ (text feature)?</p>	<p>Work with a partner to create a graphic organizer to understand types of sentences. Teacher will provide a model for reference. After reading a paragraph, students will analyze the sentence structure as a whole group. Teacher will chart the information. Teacher will model for students how to separate sentences of a well-constructed paragraph with visuals and reorder them in the order that best builds meaning for them as a reader. (Sentence strips work well for this activity).</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low</p>	<p>Understand how to compare and contrast the structure of two texts Understand the teachers analysis of how the differing structure of each text contributes to its meaning and style</p>	<p>Is the structure of the text ___ or ___? How is this paragraph organized? What is the key concept, _____ or _____?</p>	<p>Work with a small group to create a visual graphic organizer to understand types of sentences. Students can use illustrations from the text or drawings and teacher will provide a model for reference. After teacher reads a paragraph with visuals, students will determine the sentence structure as a whole group. Teacher will chart the</p>

<p>Group</p>	<p>Understand why the author chose their particular structure Identify that the structure choice has an impact on the reader</p>	<p>Was the key concept developed by _____? Which sentence specifically develops the concept (____ or _____)? Does _____ (text feature) provide (____)? Is _____ information included in the text?</p>	<p>information. Teacher will model for students how to separate sentences of a well-constructed paragraph with visuals and reorder them in the order that best builds meaning for them as a reader. (Sentence strips work well for this activity).</p>
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Sample released item: 5727_A EBSR Plate Tectonics: Moving and Shaking

Part A

Which **best** describes the overall structure of the article?

- A. an introduction to the main topic followed by discussions of various sub-topics related to the main topic
- B. a statement of a central argument followed by explanation of ideas that support the central argument
- C. a description of a problem followed by possible solutions to the problem
- D. an explanation of various features related to the topic followed by the causes of the features

Part B

How does paragraph 9 contribute to the structure in Part A?

- A. by introducing transform boundaries as a new main topic
- B. by elaborating on one of the subtypes of boundaries created by tectonic plates
- C. by suggesting a solution to the problem of tectonic plates that move in a jerky motion
- D. by providing reasons why geologic activity is necessary for Earth's future development

New Jersey Student Learning Standard (NJSL) RI.8.6

NJSL: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Essential Element of the NJSL: Determine an author's purpose or point of view and identify from text to that describe or support

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text</p> <p>Determine how one or more differences in the points of view can create bias in fiction and nonfiction text</p> <p>Explain how the author acknowledges and responds to counterarguments</p> <p>Analyze how the author uses literary devices to develop effects such as suspense or humor</p>	<p>What is the point of view in this text?</p> <p>What is the purpose of this text?</p> <p>What conflicting viewpoints does the text explore?</p> <p>How does the author treat the conflicting evidence?</p> <p>Is the author effective in his examination of conflicting evidence?</p>	<p>Given a text, students will determine the author's point of view or purpose and analyze it.</p> <p>Students will sit in groups and discuss the author's point of view.</p> <p>Students write an informative/explanatory text that identifies an author's point of view or purpose.</p> <p>In small groups, students determine an author's point of view/purpose. The group states evidence that supports the point of view/purpose. Students focus on examining the author's tone and word choice.</p>

	<p>Analyze the impact of the author's point of view or purpose choices on the reader</p> <p>Evaluate the effectiveness of the author's point of view or purpose choices</p>		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Mid Group</p>	<p>Identify the author's point of view</p> <p>Identify the author's purpose in a fiction and nonfiction text</p> <p>Understand bias</p> <p>Understand that the author acknowledges and responds to counterarguments</p> <p>Understand literary devices are used to develop effects such as suspense or humor</p> <p>Identify the effectiveness of the author's point of view or purpose choices</p>	<p>What is the author's point of view?</p> <p>How does the author develop his / her point of view?</p> <p>Is the author's purpose in writing this text ____ or ____?</p> <p>Does the text explore conflicting viewpoints? Are they ____ and ____?</p> <p>Does the author treat the conflicting evidence by ____ and ____?</p> <p>Is the author effective in his examination of conflicting evidence?</p>	<p>Model for students how to identify the author's point of view by using visuals, graphic organizers, and marking the text.</p> <p>In a 'think-pair-share', students will discuss the author's point of view.</p> <p>In a whip-around activity, students will share what they think is the author's purpose behind writing a particular text</p>

<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Point of view Authors purpose in a fiction and nonfiction text Understand bias Understand that the author acknowledges and responds to counterarguments Understand literary devices Identify the effectiveness of the author's point of view or purpose choices</p>	<p>Which sentence in the paragraph shows the author's point of view? Is the author's purpose in writing this text _____? Are the conflicting viewpoints in the story ____ and _____? Does the author treat the conflicting evidence by _____? Is the author effective in his examination of conflicting evidence?</p>	<p>Model for students how to identify the author's point of view by using visuals, graphic organizers, and marking the text. After reading aloud and comprehending an appropriately leveled text, students will be given a multiple-choice activity to choose the author's point of view or purpose. Students can also be asked to go back to the text and highlight the sentence featuring the author's point of view.</p>
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Sample Test Released Item: VF654746 EBSR Associated text : Excerpt from Chew on This

Part A

Based on the passage, which statement **most likely** describes the authors' view of Alice Waters?

- A. She is a loyal friend.
- B. She is a patient employer.
- C. She is a concerned citizen.
- D. She is a demanding perfectionist.

Part B

Which **two** sentences from the passage **best** support the answer to Part A?

- A. "Alice returned home determined to learn how to cook."
(paragraph 3)
- B. "Chez Panisse was soon considered one of the finest restaurants in the United States, and Alice Waters was hailed as one of the nation's greatest chefs."
(paragraph 4)
- C. "During the same years that fast-food chains were turning restaurant kitchens into little factories and live-stock into industrial commodities, Alice championed an old-fashioned view of food."
(paragraph 4)
- D. "Every day, while driving to Chez Panisse in the morning and driving home late at night, Alice passed Martin Luther King Jr. Middle School."
(paragraph 5)
- E. "Alice wondered how the people of Berkeley, who considered themselves so high-minded and aware, could allow a public school to fall apart this way."
(paragraph 5)
- F. "After raising money through her Chez Panisse Foundation, Alice supervised the planting of an enormous garden at Martin Luther King Jr. Middle School."
(paragraph 7)

New Jersey Student Learning Standard (NJSLS) RI.8.7

NJSLS: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Essential Element of the NJSLS: Determine whether a topic is best presented as audio, video, multimedia, or text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Evaluate the impact different mediums have on central ideas presented in a text</p> <p>Evaluate how messages can most effectively be delivered to the intended audience</p> <p>Reflect on how effective different mediums are in expressing the message and reaching the intended audience</p>	<p>What topic or idea is presented?</p> <p>How is the topic similar and different when presented in the various mediums?</p> <p>Which medium is most effective in presenting the topic?</p> <p>What limitations are realized when using _____ (medium) to present the topic?</p>	<p>Students may start by examining multiple mediums focused around the same key concept. Then, through partner, small group, or written reflection, they will reflect on how effective that medium expresses the message and reaches the intended audience. A compare and contrast graphic organizer can be utilized to analyze different mediums.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p>	<p>Determine the impact two mediums have on central ideas</p> <p>Identify how messages can most effectively be</p>	<p>Is the topic or idea ____ or ____?</p> <p>Is the topic similar or different when presented in the</p>	<p>Students will examine two mediums focused around the same key concept. Then in a small group, they will answer teacher provided questions about how effective that medium</p>

<p>Special Education Students - Mid Group</p>	<p>delivered to the intended audience</p>	<p>various mediums? Is it because of ____? Which medium is most effective in presenting the topic ____ or ____? Are the limitations when using _____ (medium) to present the topic ____ and ____?</p>	<p>expresses the message and reaches the intended audience. Students can then use the information from the questions to complete a Venn diagram about the topic and the mediums.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Determine the impact two mediums have on central ideas Identify how messages can most effectively be delivered to the intended audience</p>	<p>Is the topic or idea _____? Is the topic similar or different when presented in the text and audio? Is it because of ____? Is text/audio/etc., most effective in presenting the topic _____? Is one limitation when using _____ (medium) to present the topic _____?</p>	<p>Teacher will model for students how to examine two mediums focused around the same key concept. Then in as a whole group, they will answer teacher provided questions about how effective that medium expresses the message and reaches the intended audience. Teacher will then use the information from the questions to complete a Venn diagram about the topic and the mediums as students copy the information down for future reference. Students can add visuals to assist them in their understanding.</p>

New Jersey Student Learning Standard (NJSLS) RI.8.8

NJSLS: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Essential Element of the NJSLS: Determine the argument made by an author in an informational text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Dissect the argument presented in a text</p> <p>Determine how direct the link is between the speaker’s overall topic to the evidence presented</p> <p>Evaluate the soundness of the reasoning for an argument</p> <p>Recognize when weak and/or irrelevant evidence is given for an argument</p> <p>Recognize when misleading support is given for an argument</p>	<p>What argument is presented?</p> <p>What claims support the argument?</p> <p>In what manner is the argument and claims presented</p> <p>Is the reasoning presented logical? What evidence is presented?</p> <p>Is the evidence relevant to the argument? Why or why not?</p> <p>Is enough evidence presented to support the</p>	<p>Analyze a news story, editorial, and or opinion piece.</p> <p>Students mark the text to cite/identify information relevant to the reading purpose (i.e., numbering paragraphs, underlining, circling).</p>

	Evaluate the quality and sufficiency of the evidence given to support an argument	argument? Is all of the evidence relevant? If not, why?	
<p>ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group</p>	<p>Understand how to dissect the argument presented in a text Determine the link between the speaker's topic to the evidence presented Understand how to evaluate an argument Identify weak and/or irrelevant evidence Identify misleading information</p> <p>Identify the quality and sufficiency of the evidence</p>	<p>Is the argument presented ____ or ____?</p> <p>Does ____ and ____ claims support the argument?</p> <p>Are the argument and claims presented in ____ manner?</p> <p>Is the reasoning presented logical? Is ____ evidence presented?</p> <p>Is ____ evidence relevant to the argument ____?</p> <p>Is ____ and ____ enough evidence to support the argument?</p> <p>Is all of the evidence relevant?</p>	<p>During whole class format, walk students through the process of identifying the author's argument and supporting evidence as presented in the text. Create an anchor chart delineating author's argument and supporting evidence / reasoning from the text. With the teacher's prompt and support, students, in think-pair-share format or small groups, will use visuals, partner support, Cornell Notes, or graphic organizers to chart the author's argument and supporting evidence. Then, students will report out their findings.</p>

<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Understand how to dissect the argument presented in a text Understand how to determine the link between the speaker's topic to the evidence presented Understand how to evaluate an argument Identify weak and/or irrelevant evidence Identify misleading information Identify the quality of the evidence</p>	<p>Is the argument presented _____? Does _____ claim support the argument? Are the argument and claims presented in _____ manner? Is _____ evidence presented? Is it logical? Is _____ evidence relevant to the argument _____? Is _____ and _____ enough evidence to support the argument? Is all of the evidence relevant?</p>	<p>During whole class format, walk students through the process of identifying the author's argument and supporting evidence as presented in an appropriately leveled text. Using a bank of pre-taught words and phrases, students will complete sentence frames featuring the author's argument and supporting evidence based on an appropriately leveled text.</p>
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Sample Test Released Item: VF654754 EBSR Excerpt from Chew on This

Part A

How do the authors support the claim that food is an essential part of life?

- A. by explaining how fresh foods can be grown on school land
- B. by describing some of the foods that the students have grown
- C. by describing what students can learn about the world from food
- D. by explaining how a school decided to start growing its own food

Part B

Which sentence from the passage **best** supports the answer to Part A?

- A. "Lunch was served at a snack bar on the edge of the playground."
(paragraph 6)
- B. "Called the Edible Schoolyard, it doesn't just provide healthy,
nutritious meals." (paragraph 7)
- C. "An acre of asphalt was torn up, topsoil was hauled in, and all sorts
of plants, flowers, fruit trees, and vines were planted." (paragraph 7)
- D. "A science project might involve earthworms in the garden; a history
project might unfold in the kitchen, with samples of what European
serfs ate during the Middle Ages." (paragraph 8)

New Jersey Student Learning Standard (NJSLS) RI.8.9

NJSLS: Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Essential Element of the NJSLS: Identify and reflect where two different texts on the same topic differ in their interpretation of the details.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Cite instances of disagreement and analyze the basis for discrepancies in information found in two or more texts</p> <p>Analyze how details relate to the writer's overall message</p> <p>Assess the credibility of the source of supporting details</p> <p>Participate in seminars and debates, as well as reflections</p> <p>Determine why the author(s) provided conflicting information or</p>	<p>What topic do both of the texts address?</p> <p>How do the texts differ in the information they present?</p> <p>Is the differing information factual or interpretive?</p> <p>Which text do you think is accurate? Why?</p>	<p>Compare texts, and identify where the texts provide information that is conflicting.</p> <p>Distribute a selected reading that elicits clearly defined opposing viewpoints. Students identify opposing viewpoints, and where the text disagrees on matters of fact or interpretation.</p> <p>Students read and jot down responses as they are reading. These can take the form of comments, questions, reflections, and confusions. Students share their responses with the teacher leading the discussion and pointing out similarities and differences.</p> <p>Students utilize the point and counterpoint to conduct a comparison and synthesis of two or</p>

	<p>disagreed on matters of fact or interpretation</p> <p>Analyze the impact that discrepancies in fact and interpretation between authors has on the reader</p> <p>Make a judgment about which author's presentation of the information was more credible and effective</p>		<p>more texts. Results of the analysis can be used as a framework for an argumentative writing piece.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Mid Group</p>	<p>Understand how to cite instances of disagreement found in two or more texts</p> <p>Understand that details relate to the writer's overall message</p> <p>Assess the credibility of the source</p> <p>Compare and Contrast</p> <p>Fact vs. Interpretation</p> <p>Identify conflict</p> <p>Identify similarity</p>	<p>What topic do both texts deal with?</p> <p>What are the differences and similarities both texts present?</p> <p>Which text do you think is accurate _____ or _____? Is it because _____ and _____?</p>	<p>Using a Venn diagram, model for your students how to compare and contrast information about the same topic both texts address.</p> <p>Using a partially filled graphic organizer, students will add similarities and differences in the information both texts present.</p>

<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Understand how to cite instances of disagreement found in two or more texts Understand that details relate to the writer's overall message Assess the credibility of the source Compare and Contrast Fact vs. Interpretation Identify conflict Identify similarity</p>	<p>Which of the following information is similar in both texts? Which of the following information is different in both texts? Which text do you think is accurate _____ or _____? Is it because of _____?</p>	<p>After reading aloud for your students and their comprehending of two appropriately leveled texts, Use a Venn diagram in order to model for your students how to compare and contrast information about the topic both texts address. Given a bank of pre-taught words and phrases, students will use a partially filled graphic organizer to add similarities and differences in the information the two appropriately leveled texts present.</p>
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New Jersey Student Learning Standard (NJSLs) W.8.1.A,B,C,D,E

NJSLs: Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.D. Establish and maintain a formal style/academic style, approach, and form.

W.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.

Essential Element of the NJSLs: Write claims about topics or texts.

a. Introduce the claim and provide reasons or pieces of evidence to support it.

b. Write reasons to support a claim about a topic or text.

c. Not applicable

d. Not applicable

e. Not applicable

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
General Education <i>ESL Levels 4-5</i> WIDA 2: Reading, Speaking Special Education Students - High Group	Write arguments to support claims with clear reasons and relevant evidence Introduce claim(s) Write a clear thesis statement Address opposing claims Discern claims from	How can I select the appropriate subject for my argument writing piece? How can I ensure the accuracy of research in my writing? How did you distinguish your	Given an argument writing exemplar, determine if it was written for the appropriate audience. Outline for the writing piece. Given a writing piece, underline all the supporting and credible sources used. After analyzing a writing piece, incorporate different words and phrases to

	<p>opposing claims Organize the reasons and evidence logically. Choose appropriate reasoning and evidence to support claims Evaluate sources for accuracy and reliability Demonstrate an understanding of the topic or text Use transitional words and phrases Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence Choose a consistent style, approach, and form for the task Close the text with a conclusion</p>	<p>claim from opposing claims? How are your claims and reasons organized? Is the arrangement logical? How do you maintain this style? How does your concluding statement (section) support the arguments presented?</p>	<p>advance the writing. Anchor chart referring to claims and counterclaims to use as a reference. Given a text, revise and edit it to show sequential writing organization. Given a text, develop a strong conclusion. Collaborate on different ways to engage the reader.</p>
<p>ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking</p>	<p>Understand how to write arguments to support claims with clear reasons and relevant evidence</p>	<p>Do you know how to select the appropriate subject for my argument writing</p>	<p>Teacher will provide an argument writing exemplar, and as a whole group students will determine if it was written for the appropriate audience.</p>

<p>Special Education Students - Mid Group</p>	<p>Introduce claim Write thesis statement Understand opposing claims Organize the reasons and evidence Choose appropriate evidence to support claims Evaluate sources Demonstrate an understanding of the topic or text Use transitional words and phrases Choose a style, approach, and form for the task Understand conclusion</p>	<p>piece? Did I ensure the accuracy of research in my writing? Did you distinguish your claim? Are your claims and reasons organized? Are they arranged by ____? Do you know how to maintain this style? Do you have a concluding statement? Do you need help with a concluding statement?</p>	<p>Students will use a partially completed graphic organizer and outline for the writing piece. Given a writing piece, students will work with a partner and underline the supporting and credible sources used. Create a class anchor chart referring to claims and counterclaims to use as a reference. Given a text, students will work with a partner to develop a concluding statement.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Introduce claim(s) Write thesis statement Understand opposing claims Organize the reasons and evidence Choose appropriate evidence to support claims Evaluate sources Demonstrate an understanding of the topic or text</p>	<p>Did you introduce your claim? Do you know how to write a thesis statement? How did you organize your reasons? What source did you use, ____ or ____? Do you have a conclusion?</p>	<p>Teacher will review with the class an argument writing exemplar. Teacher will then model how to determine if it was written for the appropriate audience. Students will use a partially completed graphic organizer and outline for the writing piece. They can draw pictures to represent what they will be writing about and use a teacher provided word/phrase bank to add in words. Given a writing piece, students will work as a whole group and underline the</p>

	<p>Use transitional words and phrases</p> <p>Choose a style, approach, and form for the task</p> <p>Understand conclusion</p>	<p>Do you know how to write your conclusion?</p>	<p>supporting and credible sources used.</p> <p>Create a class anchor chart referring to claims and counterclaims to use as a reference.</p> <p>Given a text, students will work with a partner to develop a concluding statement. Teacher will provide a model and key information to assist the students.</p>
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New Jersey Student Learning Standard (NJSLS) W.8.4

NJSLS: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Essential Element of the NJSLS: Produce writing that is appropriate for the task, purpose, or audience.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Identify defining characteristics of a variety of writing tasks</p> <p>Utilize strategies to unpack a writing prompt</p> <p>Write for a specific purpose and audience</p> <p>Select an appropriate text structure or format for the task</p> <p>Use language that is precise and powerful to create voice</p> <p>Create a tone that is appropriate for one's audience</p>	<p>What are the best ways for me to create logical sequence in my writing?</p> <p>How can I use precise and powerful language to create voice?</p>	<p>After reading an excerpt, write an organized reflection and incorporate transition words.</p> <p>During whole class instruction, engage students to create an anchor chart to use it as a guide for their writing piece.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p>	<p>Understand characteristics of writing tasks</p> <p>Know how to unpack a writing prompt</p>	<p>Will my audience understand what I write?</p> <p>Do I know who is going to read my</p>	<p>With the support of a previously completed writing diamond organizer, students will write a clear and coherent narrative paragraph.</p> <p>After writing a narrative paragraph,</p>

<p>Students - Mid Group</p>	<p>Write for audience and purpose</p> <p>Understand text structure</p> <p>Understand how to create a tone</p>	<p>writing piece?</p> <p>What is the purpose of my writing?</p> <p>Am I clear in what I write?</p>	<p>students will work in pairs to assess each other's narrative given a simplified rubric.</p>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Understand characteristics of writing tasks</p> <p>Know how to unpack a writing prompt</p> <p>Write for audience and purpose</p> <p>Understand text structure</p> <p>Understand how to create a tone Audience</p> <p>Adjectives</p>	<p>Which of the following could be your audience?</p> <p>Which of the following sentences could summarize the purpose of writing?</p>	<p>Ask students to complete cloze sentences with phrase and key content based vocabulary as appropriate to task and purpose.</p>

Sample Test Released Item: 5632 PCR Associated Texts : “Oliver Twist” and “A Portrait of the Artist as a Young Man ”

Both Charles Dickens and James Joyce incorporate dialogue into their passages.

Use evidence you have gathered from **both** passages to write an essay analyzing how the dialogue in **each** passage functions to reveal aspects of the characters. You should discuss **more than one** character from **each** passage.



A rich text editor toolbar with icons for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Undo, and Redo, positioned above a large empty text input area.

New Jersey Student Learning Standard (NJSLS) W.8.5

NJSLS: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Essential Element of the NJSLS: With guidance and support from adults and peers, plan before writing and revise own writing.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Revise and edit intentionally to improve writing</p> <p>Generate ideas to develop topic</p> <p>Revise writing with a partner or self-editing checklists</p> <p>View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</p>	<p>Which editing and revising techniques will I use to improve my writing?</p> <p>How can I address the purpose and audience effectively?</p>	<p>Provide students with several writing pieces, using an editing checklist to revise, edit, and rewrite.</p> <p>Students will use a self-editing checklist to revise and edit their writing.</p> <p>Students will use feedback of peers and adults to improve writing.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Revise and edit to improve writing</p> <p>Brainstorm to develop topic</p> <p>Use appropriate planning template</p>	<p>How could you rearrange and include more sentences to make the paragraph more interesting?</p> <p>Is your conclusion strong, and does it reflect your writing?</p>	<p>Given a writing piece, students will use checklist to revise and edit.</p> <p>Students will work with partner to revise writing piece.</p>

	<p>Revise writing with a partner or self-editing checklists</p> <p>View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</p>		
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Understand the purpose for writing</p> <p>Understand writing as a process</p> <p>Understand the use of editing and revision strategies</p> <p>Use appropriate planning template</p>	<p>Can you add more details?</p> <p>Did you use revise / edit checklist?</p>	<p>Students will work with a partner to develop an outline before beginning the writing process (topic, three details, and conclusion) and use it to write, seek peer feedback, and then add to the outline based on feedback provided.</p> <p>Using a question framework (e.g., 5 W's and an H) in graphic organizer software, students can take turns entering information into the organizer, seek another peer partner group's feedback, and then add to the outline.</p>

New Jersey Student Learning Standard (NJSLS) W.8.6

NJSLS: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Essential Element of the NJSLS: Use technology, including the Internet, to produce writing to interact and collaborate with others.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Use technological resources to enhance writing</p> <p>Use technology to broaden research base</p> <p>Use evidence found online to support ideas</p> <p>Give and receive feedback using technology</p> <p>Seek out authentic publishing opportunities</p>	<p>What resources can I utilize in order to enhance my writing?</p> <p>How can I embed evidence found online into my writing?</p> <p>In what ways can I provide feedback to my peers?</p>	<p>Using a Class Wiki/Blog/Google Docs, students will publish a writing piece, using evidence found online to support ideas. Students will respond to 1-2 peers, providing feedback delineated by the rubric used.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Use technological resources to enhance writing</p> <p>Understand how to choose and evaluate appropriate platform</p> <p>Understand how to link and cite sources</p> <p>Create shared writing products</p>	<p>Do you know how to locate information on the internet?</p> <p>How will you use technology to create this document?</p> <p>How can you include a link to resources within your document?</p>	<p>Using a Class Wiki/Blog/Google Docs, students will publish written work, using simple sentences with key content based vocabulary.</p> <p>In groups have students spell check and grammar check to edit, and then export digital draft to class wiki.</p> <p>Students can record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.</p>

	<p>Give and receive feedback using technology</p>	<p>How did you cite your work?</p> <p>How did collaborate with peers and provide feedback?</p>	<p>Have students send an e-mail to a teacher, read their response seeking additional information or clarification, and write a new e-mail to address the request.</p> <p>In pairs, review and discuss a shared writing product, add words to sentences in the electronic shared writing product.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Use technological resources to enhance writing Understand how to choose and evaluate appropriate platform Understand how to link and cite sources Create shared writing products Give and receive feedback using technology</p>	<p>Do you know how to locate information on the internet?</p> <p>Do you know how to locate appropriate information</p> <p>Did you write a caption for your picture/ photograph?</p> <p>How did you provide feedback?</p> <p>How did you cite your work?</p> <p>How did you collaborate with your peers?</p>	<p>Using a Class Wiki/Blog/Google Docs, students will publish written work, using simple sentences with key content based vocabulary.</p> <p>Students can complete cloze sentences or captions for imagines selected from online sources, using and key content based vocabulary.</p> <p>With teacher support allow students to use a text to speech to listen to first draft and decide what information to add.</p> <p>Students can record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.</p> <p>Have students send an e-mail to a teacher, read their response seeking additional information or clarification, and write a new e-mail to address the request.</p> <p>As a whole group review and discuss a shared writing product, add words to sentences in the electronic shared writing product.</p>

Sample Test Released Item: 5632 PCR Associated Texts : “Oliver Twist” and “A Portrait of the Artist as a Young Man ”

Both Charles Dickens and James Joyce incorporate dialogue into their passages.

Use evidence you have gathered from **both** passages to write an essay analyzing how the dialogue in **each** passage functions to reveal aspects of the characters. You should discuss **more than one** character from **each** passage.

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New Jersey Student Learning Standard (NJSLS) W.8.8

NJSLS: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Essential Element of the NJSLS: Select quotes providing relevant information about a topic from multiple print or digital sources.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Use search terms effectively</p> <p>Draw evidence from multiple texts to support thesis</p> <p>Assess the credibility and accuracy of each source</p> <p>Select direct and indirect quotations that relate to the topic as evidence</p> <p>Follow MLA guidelines to cite direct and indirect quotations</p> <p>Identify examples of plagiarism in writing</p> <p>Avoid plagiarism in writing</p>	<p>How can I better organize my ideas and claims?</p> <p>Why is it important to include quotations when writing?</p> <p>Why are multiple sources important to include in writing?</p> <p>How do you know the information is credible?</p> <p>How do you know the source is credible?</p> <p>What format did you use when citing sources for your bibliography?</p> <p>How did you cite a digital source?</p> <p>Once you read the</p>	<p>With a partner, compare each other's claims.</p> <p>After reading a writing piece, incorporate quotations where it is necessary.</p> <p>Research and include digital and multiple sources in writing.</p>

		data, what did you do to summarize the information for easier readability?	
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Understand how to use search terms</p> <p>Draw evidence from two - three texts to support thesis</p> <p>Identify the accuracy of each source</p> <p>Select direct and indirect quotations that relate to the topic as evidence</p> <p>Understand MLA guidelines to cite direct and indirect quotations</p> <p>Understand how to identify examples of plagiarism in writing</p> <p>Avoid plagiarism in writing</p>	<p>How do I know the information is credible?</p> <p>How can I gather information from printed and digital sources?</p>	<p>Discuss with your students how and where to gather applicable information from digital and printed sources.</p> <p>Model for your students how to properly quote information.</p> <p>With teacher's prompt and support, students will incorporate a quotation in their writing piece.</p>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p>	<p>Understand how to use search terms</p> <p>Draw evidence from two - three texts to support thesis</p> <p>Identify the accuracy of each source</p>	<p>Which of the following represents relevant information?</p>	<p>Model for your students how to properly quote information.</p> <p>With teacher's prompt and support, students will incorporate a quotation in their writing.</p>

<p>Students - Low Group</p>	<p>Select direct and indirect quotations that relate to the topic as evidence Understand MLA guidelines to cite direct and indirect quotations Understand how to identify examples of plagiarism in writing Avoid plagiarism in writing</p>		
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Sample Test Released Item: 5632 PCR Associated Texts : “Oliver Twist” and “A Portrait of the Artist as a Young Man ”

Both Charles Dickens and James Joyce incorporate dialogue into their passages.

Use evidence you have gathered from **both** passages to write an essay analyzing how the dialogue in **each** passage functions to reveal aspects of the characters. You should discuss **more than one** character from **each** passage.

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New Jersey Student Learning Standard (NJSLS) W.8.10

NJSLS: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Element of the NJSLS: Write routinely for a variety of tasks, purposes, and audiences.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</p> <p>Produce written reflections</p> <p>Explain stylistic choices made while writing</p>	<p>What forms can writing take in other academic subjects?</p> <p>How can I develop a piece of writing appropriate to task, purpose, and audience?</p>	<p>Students will compose multiple pieces of writing in a variety of time frames, in multiple content areas, and for different audiences, tasks, and purposes.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Practice writing for different purposes and audiences</p> <p>Understand the writing process</p> <p>Plan & self-monitor when writing</p> <p>Understand and use of reflective writing</p>	<p>What is the purpose of this task?</p> <p>What is the time frame of the task?</p> <p>Who is the audience?</p> <p>What steps will you take to complete the task?</p> <p>Will your style be formal? Informal? Why?</p>	<p>Students can write narratives, dialogues, or make periodic journal entries for a specific purpose or audience using simple related sentences and key content based vocabulary.</p>

<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Understand the writing process</p> <p>Determine purpose and audience</p> <p>Use of revision strategies (checklist)</p>	<p>Who is the audience?</p> <p>Did you write your thoughts about something you learned or wondered today?</p>	<p>With prompting and support, students can write reflective journal entries for a specific purpose or audience by utilizing words from a word bank.</p> <p>What do you think was the most important word you heard today? The most important passage? Why is it important to you?</p>
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Sample Test Released Item: 5632 PCR Associated Texts : “Oliver Twist” and “A Portrait of the Artist as a Young Man ”

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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

(CCSS unpacked, grade level progression of each standard and additional resources)

Writing		
Primary Focus	Secondary Focus	Routine Writing
<p style="text-align: center;">PARCC Introductory and Research Simulation Tasks</p> <p>The PARCC Introductory Lessons for Paired Texts, <u>Lessons 1-6</u>, and Research Simulation Task Essay, <u>Lessons 27-37</u>, can be found on the district website:</p> <p>http://www.paterson.k12.nj.us/11_departments/language_arts.php</p> <p>Lesson 1. People Pairs, Making Claims and Finding Evidence*</p> <p>Lesson 2. Classmate Claim, Making Claims and Finding Multiple Pieces of Evidence</p> <p>Lesson 3. Evidence or Not Evidence, Judging Evidence*</p> <p>Lesson 4. Judging Textual Evidence</p> <p>Lesson 5. Four Corners, Defending a Claim with Textual Evidence</p> <p>Lesson 6. Background Context</p> <p>Lesson 27. Reading Texts and Watching a Video for RST Essay</p> <p>Lesson 28. Creating an Outline for RST*</p> <p>Lesson 29. Writing Workshop, The Introductory Paragraph for RST</p> <p>Lesson 30. Evaluating an Exemplar Introductory Paragraph for RST*</p>	<p style="text-align: center;">Argument</p> <p>The Holt McDougal Literature Grade 8 texts can be utilized to develop argument/research writing tasks. District required reading resources can also be used to develop these types of tasks.</p> <p>Please note the culminating assignment within the HML unit, <i>Forensic Anthropology and the Science of Solving Crimes: Reading and Writing Informational Text</i>, addresses informational/explanatory writing.</p>	<p style="text-align: center;">Examples:</p> <p>Reader’s Response Notebook Journals Blogging Quick Writes Interactive Writing</p>

<p>Lesson 31. Writing Workshop, The First Body Paragraph for RST</p> <p>Lesson 32. Evaluating an Exemplar First Body Paragraph for RST*</p> <p>Lesson 33. Writing Workshop, The Second Body Paragraph for RST</p> <p>Lesson 34. Evaluating an Exemplar Second Body Paragraph for RST*</p> <p>Lesson 35. Writing Workshop, The Third Body Paragraph for RST</p> <p>Lesson 36. Evaluating an Exemplar Third Body Paragraph for RST*</p> <p>Lesson 37. Writing Workshop, Writing and Evaluating The Concluding Paragraph for RST*</p>		
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Writing Rubrics

GRADE 6-12 Rubric
(Revised July 29, 2014)*

Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates basic comprehension of ideas by providing a generally accurate analysis and supporting the analysis with basic textual evidence.	The student response does not demonstrate limited comprehension of ideas by providing minimally accurate or no analysis with limited textual evidence.	The student response does not demonstrate no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	The student response: addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence;	The student response: addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task by using clear reasoning supported by relevant textual evidence; demonstrates coherence, clarity, and	The student response: addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task by using some reasoning and text-based evidence; demonstrates some coherence, clarity, and cohesion making the	The student response: addresses the prompt and provides minimal development of the claim or topic that is limited in its appropriate to the task by using limited reasoning and text-based evidence; is a developed, text-based response with little or no awareness of the	The student response: is undeveloped and/or inappropriate to the task; lacks coherence, clarity and cohesion, has an inappropriate style with little to no awareness of the norms of the discipline.

	demonstrates purposeful coherence, clarity, and cohesion making it easy to follow the writer's progression of ideas; establishes and maintains an effective style, attending to the norms and conventions of the discipline.	cohesion making it fairly easy to follow the writer's progression of ideas; establishes and maintains a mostly effective style, attending to the norms and conventions of the discipline.	writer's progression of idea usually discernible but not obvious ; has a style that is somewhat effective, generally attending to the norms and conventions of the discipline.	prompt; demonstrates limited coherence, clarity, and cohesion making the writer's progression of ideas somewhat unclear; has a style that is has limited effectiveness, with limited awareness of the norms of the discipline.	
Writing Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar and usage, that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics; grammar and usage that often impede understanding .	The student response to the prompt demonstrates no command of the conventions of standard English at an appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding .

*The rubric is subject to further refinement based on research and study.

***School-based resources can be used in addition to the district resources, but cannot replace the resources.**

District Resources

Vocabulary – Sadlier Textbook – Level C

When teaching vocabulary,

Please introduce students to 10-12 words per week.

Use the identified words as those you are teaching to the students (additional words may be selected by the teacher).

Use the various learning modalities and sample menu in order to deliver instruction.

Have students see the word in context first before explicit vocabulary instruction.

Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.

Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> ● Close In on Close Reading ● Deeply Analyze Text ● Analyze an Argument ● Understanding and Analyzing an Argument ● Informational Text Strategies ● How to Write Literary Analysis Essay ● YouTube Reading Lessons Middle School ● Common Core Strategies ● Teaching Reading ● Close Reading Model Lessons ● Writing Character Analysis ● Analyzing Theme ● Vocabulary Connotations - Interview with a Vocabulary Word ● Connotative/Denotative Video 	<ul style="list-style-type: none"> ● Teacher Tube - Counterclaims and rebuttals ● Evidence Based Arguments ● Writing Fix: Word Choice Resources ● Writing Resources by Strand ● Word Choice YouTube ● Argumentative Writing YouTube ● Writing Exemplars - Argument/Opinion ● PARCC Writing Resources ● Harvard College Writing Center ● Writing Exemplars by Grade Level and Aspects to Consider in Writing ● Thesis Writing ● Discussion, Planning and Questioning ● Literary Analysis ● Perdue Owl Literary Analysis ● Edutopia Teaching Literary Analysis ● Purdue OWL Writing Lab ● Grammar ● Narrative Essay Writing 	<ul style="list-style-type: none"> ● Inquiry Based Learning (Edutopia) ● Engaging Students Using Discussion ● Strategies for Student Centered Discussion ● Socratic Seminar: ReadWriteThink ● Fishbowl Strategy ● Stems on Fostering Class Discussion ● Fishbowl Strategies: Teach Like This ● Accountable Talk ● AVID Socratic Seminar 	<ul style="list-style-type: none"> ● Levels of Thinking in Bloom's and Webb's Depth of Knowledge ● Cognitive Rigor Chart ● 5 Strategies For Middle School Classrooms ● Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons

Suggested Websites

Read Write Think

International Reading Association (IRA) website with grade level lesson plans, articles, and resources to support English Language Arts. <http://www.readwritethink.org/>

Writing Fix Home of Interactive Writing Prompts

Writing Fix Home of Interactive Writing Prompts provides quality teaching resources and strategically designed lessons for grades K-12 to help assist teachers with teaching writing. <http://writingfix.com/>

News ELA

A free website with informational texts in the form of daily news articles with quizzes that can be utilized to differentiate instruction based on lexile levels. <http://www.newsela.com/>

Pro Con

A free website promoting critical thinking, education, and informed citizenship by presenting controversial issues in a straightforward, nonpartisan, primarily pro-con format. <http://www.procon.org>

Watch Know Learn

Watch Know Learn provides free and excellent K-12 educational videos, users can dive into the innovative directory or search for videos by subject and age level. Video titles, descriptions, age level information, and ratings are all edited for usefulness. <http://www.watchknowlearn.org>

Read Works

ReadWorks provides research-based units, lessons, and authentic, leveled non-fiction and literacy passages directly to educators. <http://www.readworks.org>

ELL Resources

Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

“Word clouds” from text that you provide-<http://www.wordle.net/>

Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>

Learn a language for FREE-www.Duolingo.com

Time on task for students-<http://www.online-stopwatch.com/>

Differentiation activities for students based on their lexile- www.Mobymax.com

WIDA- <http://www.wida.us/>

Everything ESL - <http://www.everythingESL.net>

Judy Haynes' s ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers

ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>

best practices for various aspects of an English language classroom

Hope4Education - <http://www.hope4education.com>

Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass

Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>

Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners

FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>

OELA - <http://www.ed.gov/offices/OBEMLA>

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Learning Resource Centers (LRC Network) <http://www.state.nj.us/education/lrc>

supported through the NJDOE, Office of Special Education Programs.

Click on "Services" and scroll down to the library in your region.

1-Language.com - <http://www.1-language.com>

Activities, exercises, worksheets, forums, chats, articles, and more

Repeat After Us - <http://repeatafterus.com/>

The best collection of copyright-free English texts and scripted recordings

Learning Vocabulary Can Be Fun - <http://www.vocabulary.co.il>

Games and quizzes for practicing vocabulary

Students K-8

Kindersite - <http://www.kindersite.org>

1,000s of links to graded English content suitable for 2 to 6 year olds

Learning Games for Kids - <http://www.learninggamesforkids.com>

Learning games and songs for preschool and elementary children

SpellingCity.com - <http://www.SpellingCity.com>

Lessons, Games, Tests, over 25,000 words, students can practice teacher-assigned words

Starfall.com - <http://www.starfall.com>

Phonics lessons, interactive books, and word games

AAA Math - <http://www.aamatematicas.com>

over 2500 interactive math lesson pages

NASA's Space Place - <http://spaceplace.nasa.gov>

NASA's education program; also available in Spanish

Achieve 3000-<http://www.achieve3000.com>

Students K-12

Teaching Reading and Language Arts - <http://teachingreadingandla.pbworks.com>

Sites and resources for classroom instruction compiled by Keith Schoch

Mrs. Hurley's ESL Page<http://www.mrshurleysesl.com>

Tips, activities, information & links for students and teachers

Children's Literature Web Guide - <http://www.ucalgary.ca/~dkbrown/index.html>

Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more

21st Century Centers <http://www.21stcenturycenters.com/21cc/Home.html>

Implement "Centers" in a high school classroom using the i-pod touch

Windows to the Universe - English: <http://www.windows.ucar.edu> Spanish: <http://www.windows.ucar.edu/spanish>

A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities

ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18

<http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25>

Search by college or location. Updated annually

Special Education Resources

Animoto

Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share.

<https://animoto.com>

Bookbuilder

Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.

<http://bookbuilder.cast.org/>

CAST

CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.

<http://www.cast.org>

CoSketch

CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images.

<http://www.cosketch.com/>

Crayon

The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/>

Special Education Resources

Education Oasis

Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more!

<http://www.educationoasis.com/printables/graphic-organizers/>

Edutopia

A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration.

<http://www.edutopia.org/>

Glogster

Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends.

<http://edu.glogster.com/?ref=personal>

Interactives – Elements of a Story

This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.

<http://www.learner.org/interactives/story/index.html>

Special Education Resources

National Writing Project (NWP)

Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities.

<http://www.nwp.org>

Pacecar

Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.

<http://pacecar.missingmethod.com/>

Plickers

Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices. Use Plickers for quick checks for understanding to know whether your students are understanding big concepts and mastering key skills.

<https://plickers.com/>

Read Write Think

ReadWriteThink provides educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials

<http://www.readwritethink.org>

RubiStar

RubiStar is a free tool to help teachers create quality rubrics.

<http://rubistar.4teachers.org/index.php>

Special Education Resources

VisuWords

Visuwords is an online graphic dictionary and thesaurus that helps develop word knowledge. Word relationships are illustrated by the color and pattern of the link between words.

<http://www.visuwords.com/>

Vocab Ahead

Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.

<http://www.vocabahead.com/>

Voki

Voki is a text to speech generator that allows the user to create a personal speaking avatar that can be embedded in a website. The site offers a high level of customization ranging from the overall look of the Voki to the sound of its voice.

<http://www.voki.com/>

Webspiration

Webspiration is an online visual thinking tool with features that assist students in capturing ideas, organizing information, diagramming processes, and creating concise written documents. <http://www.mywebspiration.com/>

Word Generation

Word Generation is a middle school academic language program that is strategically designed to create a coherent school-wide effort that gives students the sustained exposure to academic language they need for success in school—even while demanding relatively little (15 minutes, once a week) from any single subject area teacher.

<http://wordgen.serpmedia.org/>

Special Education Resources

Wordle

Wordle is a toy for generating 'word clouds' from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes.

<http://www.wordle.net/>