

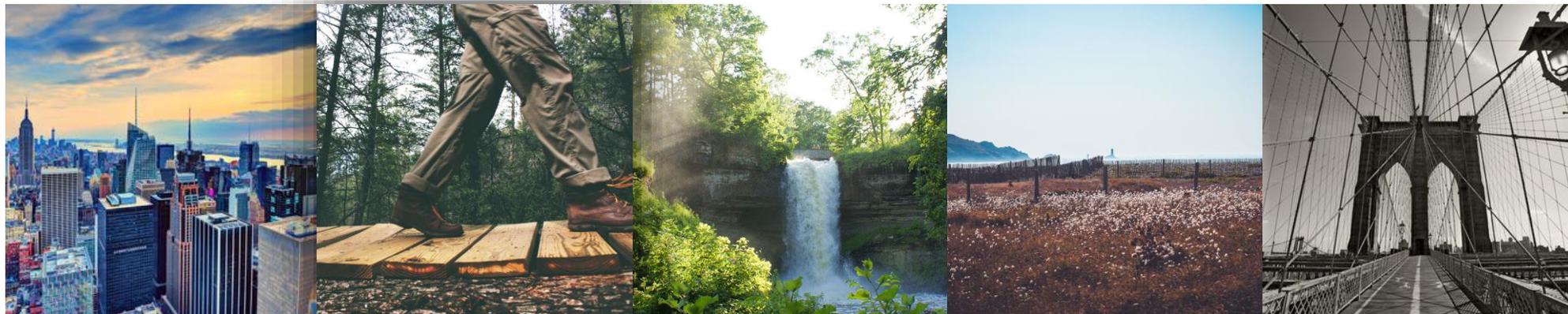
# Targeted and Effective NJSLA Strategies for Science and Social Studies Teachers

**INSPIRED INSTRUCTION**  
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*Inspired Instruction, LLC*

# Agenda



Overview of Standards

Research Simulation Tasks

Writing Strategies

Reading Strategies

Overview of NJSLA

# Standards for Literacy in History/Social Studies, Science and Technical subjects

**Reading Strand**

**Writing Strand**

**History/SS**

**Science &  
Technical  
Subjects**

**History/SS, Science &  
Technical Subjects**

# NJSLA Overview

## RST

Students begin by reading an anchor text that introduces the topic.

EBSR and TECR items ask students to gather key details about the passage to support their understanding.

Students read two additional sources (one may be multi-media) and answer a few questions about each text to learn more about the topic, so they are ready to write the final essay and to show their reading comprehension.

Finally, students mirror the research process by synthesizing their understandings into a writing that uses textual evidence from the sources.

## EBSR

An EBSR is a two-part question (Part A and Part B).

“The term refers to a type of ELA/literacy test item that asks students to show the evidence in a text that led them to a previous answer.”

An EBSR assesses vocabulary knowledge, elements of literature, main ideas, key details, structure, or integration of ideas.

## TECR

This ELA/literacy item uses technology to capture student comprehension of texts in authentic ways that have been historically difficult to capture using current assessments. Examples include using drag and drop, cut and paste, and highlight text features.

## PCR

This term refers to a specific item type on the NJSLA ELA/literacy assessments in which students are required to produce written prose in response to a test prompt. These measure reading and writing claims.

# NJSLA Sample

## Grade 11

Both John and Abigail Adams believed strongly in freedom and independence. However, their letters suggest that each of them understood these terms differently based on their experiences.

Write an essay that explains their contrasting views on the concepts of freedom and independence. In your essay, make a claim about the idea of freedom and independence and how John and Abigail Adams add to that understanding and/or how each illustrates a misunderstanding of freedom and independence. Support your response with textual evidence and inferences drawn from all sources.

# Reading Strategies

- Close Reading
- Vocabulary
- Text-Dependent Questions
- Annotating



# **Four Lessons for Introducing the Fundamental Steps of Close Reading**



# Non-Examples and Examples

## Not Text-Dependent

In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.

In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.

In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

## Text-Dependent

What makes Casey’s experiences at bat humorous?

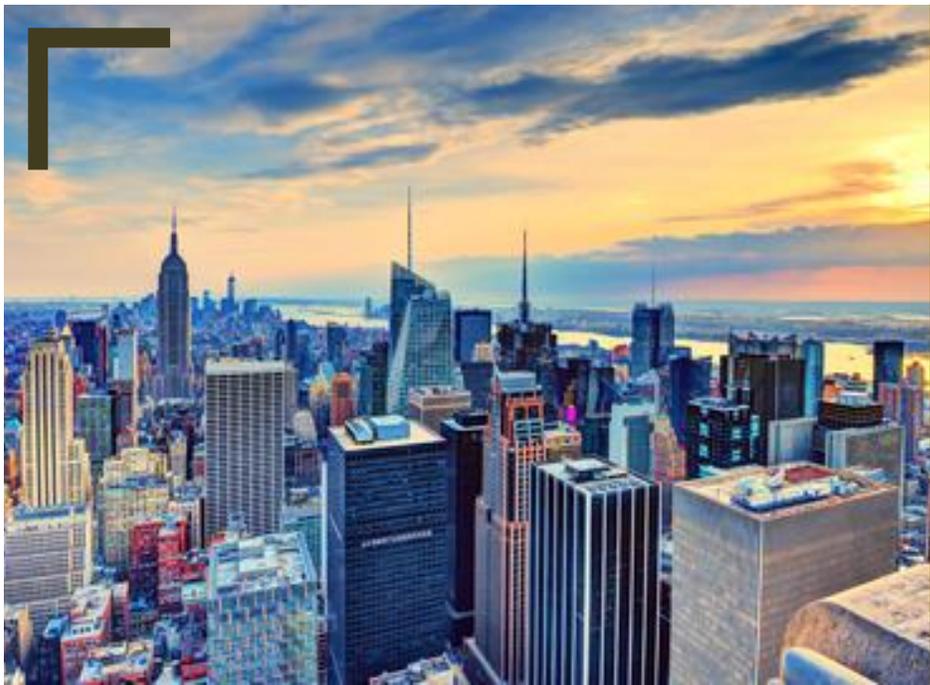
What can you infer from King’s letter about the letter that he received?

“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?

# Writing Strategies

1. Process for Completing RSTs
2. The Scoring Process
3. Addressing Unique Needs





# Let's Review



## Reading Strategies

Close Reading  
Vocabulary EBSRs  
Text-Dependent Questions  
Annotating Text



## Writing Strategies

Construct RSTs  
Score RSTs  
Addressing Unique Needs

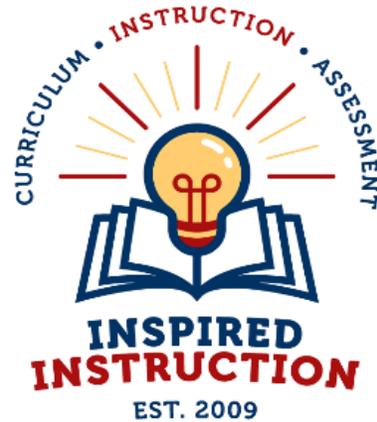


## Use the Tools

Highlighter  
Notepad  
Answer Eliminator  
Page Skipper



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