

Nebraska

Alternate English Language Arts Instructional Supports for NSCAS English Language Arts Extended Indicators Grade 8

for
Students with the Most Significant Cognitive Disabilities
who take the
Statewide English Language Arts Alternate Assessment



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Overview

Introduction

English language arts (ELA) standards apply to all students, regardless of age, gender, cultural or ethnic background, disabilities, aspirations, or interest and motivation in ELA (NRC, 1996).

The ELA standards, extended indicators, and instructional supports in this document were developed in collaboration with Nebraska educators and the Nebraska Department of Education to facilitate and support ELA instruction for students with the most significant intellectual disabilities. They are directly aligned with Nebraska's College and Career Ready Standards for ELA adopted by the Nebraska State Board of Education.

The instructional supports included here are sample tasks that are available to be used by educators in classrooms to help instruct students with significant intellectual disabilities.

The Role of Extended Indicators

For students with the most significant intellectual disabilities, achieving grade-level standards is not the same as meeting grade-level expectations, because the instructional program for these students addresses extended indicators.

It is important for teachers of students with the most significant intellectual disabilities to recognize that extended indicators are not meant to be viewed as sufficient skills or understandings. Extended indicators must be viewed only as access or entry points to the grade-level standards. The extended indicators in this document are not intended as the end goal but as a starting place for moving students forward to conventional reading and writing. Lists following “e.g.” in the extended indicators are provided only as possible examples.

Students with the Most Significant Intellectual Disabilities

In the United States, approximately 1% of school-aged children have an intellectual disability that is “characterized by significant impairments both in intellectual and adaptive functioning as expressed in conceptual, social, and practical adaptive domains” (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2013). These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. Students need intensive instruction and/or supports to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, or community. In addition to significant intellectual disabilities, students may have accompanying communication, motor, sensory, or other impairments.

Alternate Assessment Determination Guidelines

The student taking a Statewide Alternate Assessment is characterized by significant impairments both in intellectual and adaptive functioning which is expressed in conceptual, social, and practical adaptive domains and that originates before age 18 (American Association of Intellectual and Developmental Disabilities, 2013). It is important to recognize the huge disparity of skills possessed by students taking an alternate assessment and to consider the uniqueness of each child.

Thus, the IEP team must consider all of the following guidelines when determining the appropriateness of a curriculum based on Extended Indicators and the use of the Statewide Alternate Assessment.

- The student requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.
- The student's cognitive functioning is significantly below age expectations and has an impact on the student's ability to function in multiple environments (school, home, and community).
- The student's demonstrated cognitive ability and adaptive functioning prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations.
- The student's curriculum and instruction is aligned to the Nebraska College and Career Ready ELA Standards with Extended Indicators.
- The student may have accompanying communication, motor, sensory, or other impairments.

The Nebraska Department of Education's technical assistance documents "***IEP Team Decision Making Guidelines—Statewide Assessment for Students with Disabilities***" and "***Alternate Assessment Criteria/Checklist***" provide additional information on selecting appropriate statewide assessments for students with disabilities. School Age Statewide Assessment Tests for Students with Disabilities—Nebraska Department of Education.

Instructional Supports Overview

The ELA instructional supports are scaffolded activities available for use by educators who are instructing students with significant intellectual disabilities. The instructional supports are aligned to the extended indicators in grades three through eight and in high school. Each instructional support includes the following components:

- Scaffolded activities for the extended indicator
- Prerequisite extended skills
- Key terms
- Additional resources or links

The scaffolded activities provide guidance and suggestions designed to support instruction with curricular materials that are already in use. They are not complete lesson plans. The examples and activities presented are ready to be used with students. However, teachers will need to supplement these activities with additional approved curricular materials. Each scaffolded activity begins with a learning goal, followed by instructional suggestions that are indicated with the inner level, circle bullets. Visual and concrete models are incorporated whenever possible throughout all activities to demonstrate concepts and provide models that students can use to support their own explanations or demonstrations.

The prerequisite extended skills are provided to highlight how prior learning is connected to new learning. In many cases, prerequisites span multiple grade levels and are a useful resource if further scaffolding is needed.

Key terms may be selected and used by educators to guide vocabulary instruction based on what is appropriate for each individual student. The list of key terms is a suggestion and is not intended to be an all-inclusive list.

Additional links from web-based resources are provided to further support student learning. The resources were selected from organizations that are research based and do not require fees or registrations. The resources are aligned to the extended indicators, but they are written at achievement levels designed for general education students. The activities presented will need to be adapted for use with students with significant intellectual disabilities.

English Language Arts—Grade 8

Reading Informational Text

LA 8.RI.1 Reading Informational Text

LA 8.RI.1 Central Ideas and Details

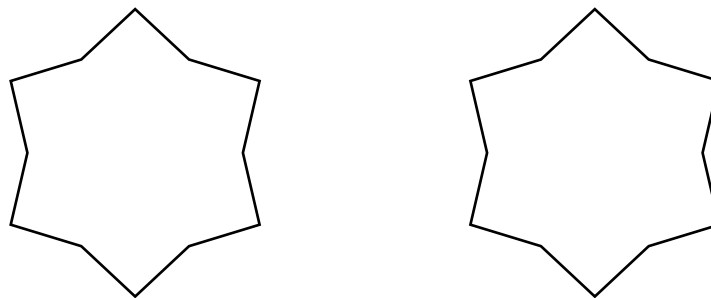
Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.

Extended: Determine the explicit or implied central idea of an informational text and/or a key detail that supports that central idea.

Scaffolding Activities for the Extended Indicator

- ☐ **Determine the explicit or implied central idea of an informational text and/or a key detail that supports that central idea.**
- Using an informational text, explain that the *central idea* of a text is “the most important point of the message that the author wants to share.” Explain that to determine the central idea, the reader must first identify the topic of the text and then identify what the author is saying about the topic.
 - Ask the students to listen to the text as you read, paying attention to any repeated words they hear. When you finish reading, think aloud about the most important words heard throughout the text. Using a familiar [graphic organizer](#), like a flow chart, make a list of important words in the text. In this example, important words may be *physical change* and *chemical change*.

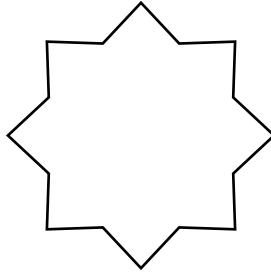
Important Words



LA 8.RI.1 Reading Informational Text

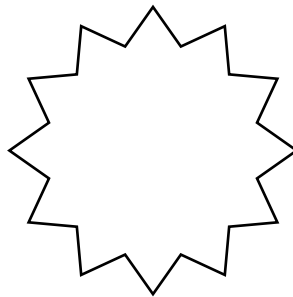
- Repeat the selected important words and, with the students, generate topic ideas based on the important words the students found. Add the selected topic—in this case, *matter changes*—to the “Topic” section of the graphic organizer.

Topic



- Repeat the topic of the text for the students and then reread the text to the students. After reading, think aloud about what important points the author makes in the text and then ask the students what they think is the most important thing that the author says about the topic. Add the central idea—in this case, *matter can change in different ways*—to the end of the graphic organizer.

Central Idea



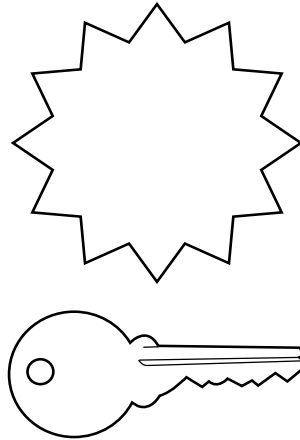
☐ Determine a key detail that supports the central idea.

- Using the same informational text and the flow chart graphic organizer, restate the central idea. Give the students a “Central Idea and Key Details” worksheet and in the star at the top of the sheet, write the central idea—in this case, *matter can change in different ways*. Tell the students that now they need to find words or sentences that explain more about the central idea. Point to the key shape on the worksheet and tell the students that those words or sentences are the “key” to explaining more about the central idea.

LA 8.RI.1 Reading Informational Text

- Ask the students to listen to the text one more time as you read. Think aloud as you underline the second sentence of the text (*Matter can go through physical or chemical changes.*). Enter the sentence into the “key” section of the “Central Ideas and Key Details” worksheet. Explain to the students that this sentence tells more about the central idea and that is why it is a key detail.

Central Idea and Key Details



Prerequisite Extended Skills

Recognize the term *key detail*.

Recognize the term *central idea*.

Key Terms

central idea, determine, informational text, key detail

Additional Resources or Links

Adapted informational text about physical and chemical changes:

<https://tarheelreader.org/2019/11/01/physical-and-chemical-changes-3/>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

Resource for teaching main idea:

<https://literacyideas.com/getting-the-main-idea/>

English Language Arts—Grade 8

Reading Informational Text

LA 8.RI.3 Reading Informational Text

LA 8.RI.3 Author's Craft

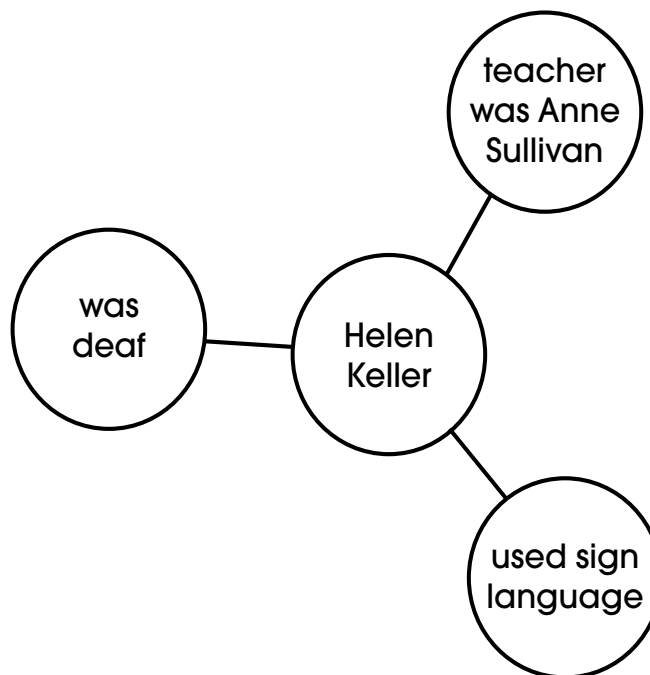
Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.

Extended: Identify an author's perspective or purpose in an informational text.

Scaffolding Activities for the Extended Indicator

☐ Identify an author's perspective or purpose in an informational text.

- Show the students various informational texts on the same topic that show a variety of author's purposes. For example, give the students three texts about recycling. One text should have the purpose of teaching the reader something about recycling, one text should have the purpose of entertaining the reader, and a third should be a persuasive text about recycling. Explain that each text is about recycling, but each text has a different purpose. Read each text with the students and determine what the purpose of the text is.
- Tell the students they are going to listen to a book about a person named Helen Keller. Ask the students if they know anything about Helen Keller. Have a short discussion about what the students already know. Then, read the book [Helen Keller](#) to the students.
- Next, discuss the book, using details within the text. Create a list of the students' ideas and then transfer the ideas to a word web or other familiar [graphic organizer](#).



LA 8.RI.3 Reading Informational Text

- Tell the students they are going to find out the author's purpose for writing the book. Read the word web to the students. Using the word web and the text, ask the students if they learned anything new about Helen Keller. Discuss thoughts and questions that may have come up while reading the book.
- Summarize the discussion by saying that the book has a lot of new information for the students. Give the students two choices, one that explains what the author's purpose is and one that gives the wrong purpose, and ask the students to choose what the author's purpose is.

What is the author's purpose in the book?

*to teach the reader about the
life of Helen Keller*

*to entertain the reader with
stories about babies*

- Provide the students with additional examples of informational texts that are examples of author's purpose to inform, including informational picture books.

Prerequisite Extended Skills

Understand how to use text to answer questions.

Recognize how to make connections in text.

Key Terms

author's perspective, author's purpose, identify, informational text

Additional Resources or Links

Adapted text about Helen Keller:

<https://tarheelreader.org/2011/02/27/helen-keller-4/>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 8

Reading Informational Text

LA 8.RI.4 Reading Informational Text

LA 8.RI.4 Author's Craft

Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.

Extended: Determine the structure (e.g., compare/contrast, cause/effect, sequential/chronological) of an informational text or a portion of an informational text.

Scaffolding Activities for the Extended Indicator

☐ Determine the structure of an informational text.

- Give the students informational text that is structured in sequential order. For example, use recipes, building instructions, or schedules. Help the students recognize that these texts are in sequential order by pointing out keywords within each text. When a keyword is located, write the word on a word card that will be used later in the lesson.

begin

next

then

after that

finally

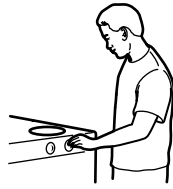
- Next, give the students a simple recipe, and read it to them. Use pictures or other symbols with the text. Highlight or underline the keywords found in the recipe that signal sequential order.

*Making cookies isn't hard, especially if you use premade cookie dough.
Begin by preheating the oven. Next, use oil to grease the cookie sheet.
After that, break apart the cookie pieces, and place them on the cookie sheet.
When the oven is preheated, place the cookie sheet in the oven.
Then, bake for 15–20 minutes until the cookies are golden brown on top.
Remove the cookie sheet from the oven, and let the cookies cool.
Finally, once they have cooled, the cookies are ready to eat.*

- Reread the recipe and ask the students to hold up the appropriate word card when a keyword is read.

LA 8.RI.4 Reading Informational Text

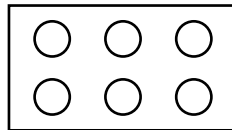
- Then, using the pictures or signals that were paired with text, assist the students in placing them in the correct order.



1. Preheat the oven.



2. Next, use oil.



3. After that, break apart the cookies.



4. Then, cook for 15 minutes.



5. Finally, the cookies have cooled.

Prerequisite Extended Skills

Recognize different types of informational texts.

Understand how to organize thoughts, events, and ideas within a text.

Key Terms

compare, contrast, cause, effect, sequential, chronological, text structure

Additional Resources or Links

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

Ideas for teaching students about text structure:

<https://education.illinoisstate.edu/downloads/handoutTextStructureResources.pdf>

English Language Arts—Grade 8

Reading Informational Text

LA 8.RI.5 Reading Informational Text

LA 8.RI.5 Knowledge and Ideas

Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.

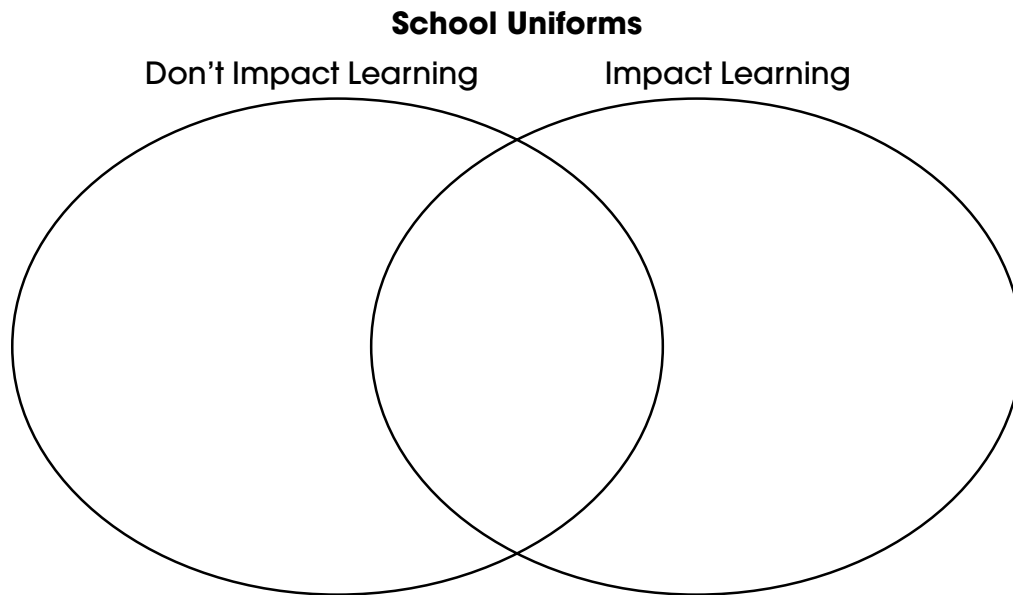
Extended: Identify conflicting information or other differences between two informational texts on the same topic written by different authors.

Scaffolding Activities for the Extended Indicator

- ❑ **Identify conflicting information or other differences between two texts on the same topic written by different authors.**
 - Locate two articles on the same topic for the students. Choose a topic about which people could have different opinions. For example, tell the students they will be reading about wearing uniforms at school. Choose two articles for the students to read: one that supports wearing uniforms and one that does not.
 - Read each article to the students. After reading each one, write any facts or information the students find in the article on sentence strips.
 - Ask the students to add the sentence strips to the correct places in the Venn diagram or another familiar [graphic organizer](#). After the sentence strips have been added, read each section of the diagram to the students. Make any necessary edits to the diagram, and read it again.

LA 8.RI.5 Reading Informational Text

- After the diagram is complete, ask the students to read or otherwise identify a difference between the two articles. Remind the students that any facts or information in the middle of the diagram are found in both articles. Assist the students in choosing information that is different between the two articles.



Prerequisite Extended Skills

Understand similarities and differences.

Understand how to compare and contrast ideas or information in text.

Key Terms

author, conflicting, difference, identify, information, informational text, topic

Additional Resources or Links

Article on the cons of school uniforms:

<https://www.usnews.com/news/health-news/articles/2021-12-28/>

Article on the pros of school uniforms:

<https://theconversation.com/does-wearing-a-school-uniform-improve-student>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 8

Reading Informational Text

LA 8.RI.6 Reading Informational Text

LA 8.RI.6 Knowledge and Ideas

Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.

Extended: Answer literal and inferential questions about a persuasive text or other types of informational text.

Scaffolding Activities for the Extended Indicator

- ❑ **Answer literal and inferential questions about a persuasive text or other types of informational text.**
 - Choose a persuasive informational article to read to the students. Tell the students to listen to the details in the article while you are reading.
 - Ask the students literal questions about the article. Encourage the students to look in the article to find the answer. Model locating information within the article to help answer the questions.
 - After the students have answered two or three literal questions about the article, ask one inferential question about the article. Begin by telling the students that they will not find information in the text to answer the question, but they can find clues to the answer in the text. Help the students identify any clues in the text that will help answer the question.
 - After the question has been answered, discuss the question with the students. For example, ask them, “How did they know what the answer was?” and “What were some of the clues that helped you answer the question?” Explain that the skills the students are using can be used to help answer similar questions.
 - Ask the students one or more additional inferential questions. This time, do not assist the students in locating the clues unless assistance is necessary. After the questions are answered, review the answers with the students, and have another discussion about how they found the clues.

LA 8.RI.6 Reading Informational Text

Prerequisite Extended Skills

Understand how to answer questions.

Understand how to find keywords or key phrases in informational text.

Understand what the main idea of an informational text is.

Key Terms

answer, inferential question, informational text, literal question, persuasive text

Additional Resources or Links

Resource for lesson plans about answering literal and inferential questions:

<https://tiescenter.org/topics/inclusive-instruction/ibi/ri-4-1>

English Language Arts—Grade 8

Reading Prose and Poetry

LA 8.RP.1 Reading Prose and Poetry

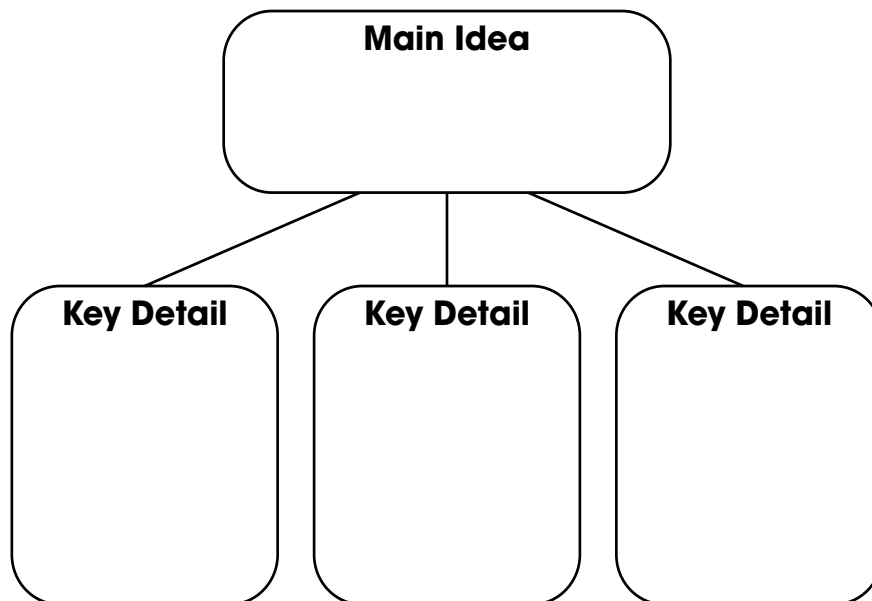
LA 8.RP.1 Central Ideas and Details

Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.

Extended: Determine the explicit or implied main idea or theme of a literary text and/or a key detail that supports that main idea or theme.

Scaffolding Activities for the Extended Indicator

- ☐ **Determine the main idea or theme of a literary text and/or a key detail that supports it.**
- Read a literary text to the students. After reading the text, discuss it with the students, and create a summary of the text. Write the summary on the board.
 - Next, tell the students they will be determining the main idea of the text. Read the summary of the text, and ask the students to identify what the text is mostly about. Remind them that *main idea* means “what the text is mostly about.”
 - Give the students a familiar [graphic organizer](#). Once the students have determined the main idea of the text, write it in the section titled “Main Idea.” Then, tell the students they will need to find details that support the main idea of the text.



- Reread the text to the students. Remind the students what the main idea of the text is and then model locating a key detail that supports it. Underline or highlight a detail in the text, and write it in the first space titled “Key Detail.” Now, ask the students to locate two more key details that support the main idea of the text.

LA 8.RP.1 Reading Prose and Poetry

- Discuss the key details that the students located. Make any corrections needed if the details found do not support the main idea. Remind the students that while there may be a lot of details in the text, they are specifically looking for details that support the main idea. Reread the main idea if needed.

Prerequisite Extended Skills

Recognize the main idea or theme of a text.

Recognize key details in a text.

Understand how to summarize the event in a text.

Key Terms

determine, explicit, implied, literary text, main idea, theme, key detail

Additional Resources or Links

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

Strategies for teaching main idea and supporting details:

<https://thebluebrainteacher.com/main-idea-and-supporting-details/>

English Language Arts—Grade 8

Reading Prose and Poetry

LA 8.RP.2 Reading Prose and Poetry

LA 8.RP.2 Central Ideas and Details

Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.

Extended: Identify a key detail that develops the plot of a literary text.

Scaffolding Activities for the Extended Indicator

☐ Identify a key detail that develops the plot of a text.

- Present the students with a short literary text. Give the students a summary of the text and then read the text to the students. Summarize the text again after reading it.
- On the board or another space that the students can easily access, write the word *plot*. Ask the students what they know about this word, and write any ideas underneath. After discussion, define the word *plot* for the students.

***plot** = the main events in a story*

- Using the text as a visual, model locating the main events in the text, and write the events underneath the word *plot*. Read the entire list again, beginning with the definition of the word *plot*.

Summer Job

Peter wants to find a job for the summer. He likes to work outside. Peter's friends tell him that he should find a job mowing lawns. He talks to his neighbors. He puts a sign up at school. Finally, Peter gets a phone call from his neighbor Mr. Peterson. Mr. Peterson asks Peter to mow his lawn once a week. Peter is very excited to start. He can't wait to save up enough money to buy a new cellphone!

***plot** = the main events in a story*

1. *Peter wants to find a job for the summer.*
2. *He talks to his neighbors and puts up a sign at school.*
3. *Peter gets a phone call from his neighbor Mr. Peterson.*
4. *Mr. Peterson asks Peter to mow his lawn.*

LA 8.RP.2 Reading Prose and Poetry

- Next, tell the students that they are going to find key details in the text that help develop the plot. Review the concept of key details with the students if necessary.
- Ask the students guiding questions about key details in the text. Encourage them to look back to the text to find the answers.

What does Peter want to do? He wants to find a job for the summer.

*Why do Peter's friends tell him to get a job mowing lawns?
Because he likes to work outside.*

What does Peter do to find a job? He talks to his neighbors and puts up signs.

- Explain to the students that the answers to the questions, the key details, can help the reader identify the plot of the text. The author of the text adds key details to help develop the plot and to make the text more interesting. Repeat the lesson using other texts with various lengths and subjects. Encourage the students to identify the plot of each text, and assist the students in locating key details within each text.

Prerequisite Extended Skills

Understand how to find key details in a text.

Understand what a key detail is.

Recognize how to summarize a text.

Understand how to answer questions about a text.

Key Terms

identify, develop, key detail, literary text, plot

Additional Resources or Links

Resource for teaching plot structure:

<https://magicorelearning.com/2021/09/how-to-teach-plot-structure.html>

Guide to teaching elements of plot structure to students:

<https://www.stellarteacher.com/blog/how-to-teach-plot-structure/>

English Language Arts—Grade 8

Reading Prose and Poetry

LA 8.RP.3 Reading Prose and Poetry

LA 8.RP.3 Author's Craft

Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.

Extended: Compare two characters' points of view in a literary text.

Scaffolding Activities for the Extended Indicator

❑ Compare two characters' points of view in a literary text.

- Show the students a literary text with two characters in it. Tell the students they will be comparing the characters' points of view in the text. Read the text to the students. Discuss the text, focusing on similarities between the characters' points of view, and create a summary of the text.
- Remind the students that *point of view* is "how a character thinks or feels about something in the text." Choose an event or idea from the text and ask the students to identify how each character thinks or feels about it. For example, if an event in the story is a basketball game, ask the students how each character feels about the game. Questions like "Do both characters like watching basketball?" or "Are both characters having fun at the game?" may help the students identify the point of view of each character. Write the students' answers on the board.
- Next, using a T-chart or another familiar [graphic organizer](#), compare the students' answers about the characters' points of view.

character 1	character 2
likes basketball	doesn't like basketball
wants to watch the game	wants to play video games
is having fun	is bored

- Read the T-chart to the students, and discuss the point of view of each character. In this example, Character 1 likes basketball, wants to watch the game, and is having fun. Character 2 has the opposite point of view about the basketball game. Discuss any similarities and any differences between the two points of view.
- For additional scaffolding, show the students pictures or symbols of the point of view of each character. Ask the students to tell you or show you what is similar and/or what is different about each point of view.

Prerequisite Extended Skills

Identify characters and events in a text.

Identify a point of view in a text.

Understand how to compare and contrast two or more things or ideas in a text.

Key Terms

character, compare, literary text, point of view

Additional Resources or Links

Resource for teaching point of view:

<https://literacyideas.com/point-of-view/>

Activities for teaching point of view. See grades fourth through twelfth:

<https://www.ixl.com/ela/literary-texts>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02>

English Language Arts—Grade 8

Reading Prose and Poetry

LA 8.RP.4 Reading Prose and Poetry

LA 8.RP.4 Author's Craft

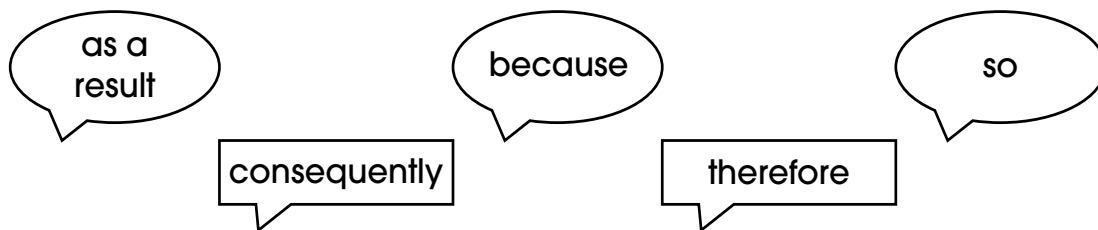
Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.

Extended: Determine the structure (e.g., narrative, compare/contrast, cause/effect, sequential/chronological) of a literary text or a portion of a literary text.

Scaffolding Activities for the Extended Indicator

☐ Determine the structure of a text.

- Use a reading prompt to help determine the type of literary text being used. Explain that we use different types of words when writing, and authors use specific words to develop various literary styles. For example, when reading a passage with cause-and-effect structure, we notice certain [keywords and key phrases](#): *because, as a result, therefore, so, consequently*. Create a set of text bubble cards with the keywords and key phrases on them.



- Read a short literary text to the students. Model holding up a text bubble with a keyword. Then, ask the students to hold up the correct text bubble when they hear a keyword.

*Jake woke up late for school. **Because** he was in such a rush, he forgot to tie his shoes. As Jake was running to the kitchen to get his backpack, he stepped on one of the shoelaces and fell to the floor. His dad heard the noise and came running to see what had happened. His dad pointed to the untied shoelaces. **So**, Jake sat down and tied his shoes. **As a result** of the fall, Jake was now too late to ride the bus to school.*

LA 8.RP.4 Reading Prose and Poetry

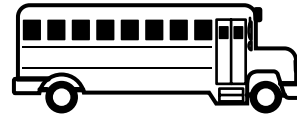
- Then, show the students picture cards that illustrate a cause in the story and the effect—in this case, Jake tripped on his untied shoelaces and the effect was that he missed the bus. Review the keywords from the story and the pictures, and ask the students to identify the structure of the story.

Cause



Jake's shoelaces were untied.

Effect



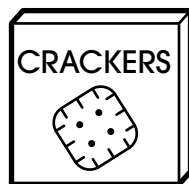
Jake missed the bus.

- Next, choose a second literary text that has some of the same keywords in it. Read the text to the students, and ask them to hold up the text bubbles as the keywords are read.

*Jake came home from school very hungry. **As a result** of being **so** hungry, he ate all of the crackers! **Therefore**, he wasn't hungry anymore. He was very happy!*

- Then, show the students picture cards that illustrate a cause in the story and the effect—in this case Jake was hungry, he ate the crackers, and then he was happy. Review the keywords from the story and the pictures, and ask the students to identify the structure of the story.

Cause



Jake ate crackers.

Effect



Then, he was happy.

LA 8.RP.4 Reading Prose and Poetry

Prerequisite Extended Skills

Understand that we read for different reasons.

Recognize that an event leads to another event in a story.

Recognize that authors use a variety of words for various purposes.

Key Terms

chronological, cause, compare, contrast, determine, effect, literary structure, literary text, narrative, sequential

Additional Resources or Links

Resource for teaching cause and effect using keywords:

<https://literacyideas.com/teaching-cause-effect-in-english/>

English Language Arts—Grade 8

Reading Prose and Poetry

LA 8.RP.5 Reading Prose and Poetry

LA 8.RP.5 Knowledge and Ideas

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.

Extended: Identify similarities or differences in themes, patterns of events, or character types between two fictional texts.

Scaffolding Activities for the Extended Indicator

☐ **Identify similarities or differences in themes, patterns of events, or character types between two texts.**

- Read a [literary text](#), or chapters from a literary text, to the students. After reading it, discuss the events in the text with the students. Use a flow chart or another familiar graphic organizer to put the events in order.

*Kyle and his brothers are racing. → Kyle breaks a window in the basement. →
Kyle's dad says he can't play with his friends anymore. →
Kyle hears about a new library and a new game. → Kyle really wants to play.*

- Read a [second literary text](#), or chapters from a second literary text, to the students. After reading the second text, discuss the events in it with the students. Using a graphic organizer that is similar to the first one, put the events of the second text in order.

*Stanley gets in trouble for stealing shoes. → He is sent to Camp Green Lake. →
Stanley doesn't like Camp Green Lake. → He has to dig holes all day. → He meets some
new friends at camp.*

- Review both graphic organizers with the students. Ask the students to summarize each graphic organizer. Then, ask the students to identify any similarities between the two texts.

Kyle breaks a window, so he can't play with his friends anymore.

Stanley gets in trouble for stealing shoes and is sent to Camp Green Lake.

They both do something wrong and get punished.

- The same activity can be used to find differences between the characters or patterns of events. Review the graphic organizers with the students and then ask the students to summarize them. Guiding questions like “How are Stanley and Kyle different?” can help the students understand the differences between the two texts.

Prerequisite Extended Skills

Understand literary text.

Understand how to make comparisons between two or more things.

Understand key events and characters in a text.

Key Terms

character types, difference, fictional text, identify, pattern of events, similarity, theme

Additional Resources or Links

Article on creating accessible grade-level reading texts for students with significant cognitive disabilities:

<https://publications.ici.umn.edu/ties/foundations-of-inclusion-tips/creating-accessible-grade-level-texts-for-students-with-significant-cognitive-disabilities-in-inclusive-classrooms>

Adapted text of the book *Escape from Mr. Lemincello's Library* by Chris Grabenstein:

<https://tarheelreader.org/find/?search=escape+from+Mr.+Lemincello%27s+library&category=Fict&reviewed=R&audience=E&language=en&page=1>

Adapted text of the book *Holes* by Louis Sachar:

<https://tarheelreader.org/find/?search=holes&category=Fict&reviewed=R&audience=E&language=en&page=1>

English Language Arts—Grade 8

Reading Prose and Poetry

LA 8.RP.6 Reading Prose and Poetry

LA 8.RP.6 Knowledge and Ideas

Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.

Extended: Answer literal and inferential questions about a literary text.

Scaffolding Activities for the Extended Indicator

❑ Answer literal and inferential questions about a literary text.

- Give the students a literary text. Explain to the students that you will be reading the text and then discussing it with them. Read the text to the students.

Charlie wants to visit his friend Sam. His friend Sam lives far away. It takes Charlie two hours to get to Sam's house. Charlie decides to visit Sam on Saturday. There is no school on Saturday, so it is the perfect time to visit. He calls Sam to make sure it is okay. Sam says that he is free on Saturday. Charlie can come for a visit. They make plans to go see a movie and then go out to dinner. Charlie and Sam are both excited to see each other.

- Prior to the lesson, create sentence strips that each have either a literal or an inferential question about the text. Put the sentence strips in a bag or in a pile that the students cannot see. After reading the text, discuss it with the students.
- Next, give each student a sentence strip with a question on it. Either have the students choose their own sentence strips or hand them out based on ability level. Explain to the students that they will now be answering your questions about the text.
- Tell the students that there are two types of questions on the sentence strips. One type of question will come directly in the text. The students will be able to find all the information needed to answer this question from the text. The other type of question will not come directly from the text and will require the students to make a guess or give an opinion about the text. Tell the students they can use clues in the text to help answer this question. Do not define *literal* and *inferential* for the students unless necessary for the task.
- Before asking the students to answer the questions they were given, model answering a literal question and then an inferential question for the students. For the literal question, model finding the information in the text either by highlighting or underlining the information. For the inferential question, model finding clues in the text by either highlighting or underlining the clues.

LA 8.RP.6 Reading Prose and Poetry

- After modeling the process for the students, have each student read or show their question using their preferred communication method (e.g., speaking, gesturing, using a communication board). Assist the students in finding the correct information needed to answer the questions. You also may give the students two options to choose from—one being the correct answer and one being an incorrect answer.

Prerequisite Extended Indicators

Understand how to ask and answer questions.

Understand how to find key information in a text.

Key Terms

answer, inferential question, literal question, literary text

Additional Resources or Links

Resource for teaching literal comprehension questions in upper elementary grades:

<https://thereflectiveeducator.com/answering-literal-comprehension-questions/>

Lessons on using details to ask and answer literal and inferential questions:

<https://tiescenter.org/topics/inclusive-instruction/ibi/rl-4-1>

English Language Arts—Grade 8

Vocabulary

LA 8.V.1 Vocabulary

LA 8.V.1.a Acquisition and Use

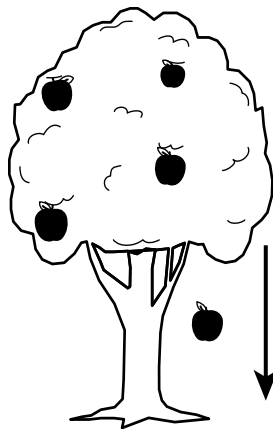
Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.

Extended: Use context clues (e.g., definitions, examples, restatements, comparisons in text, the overall meaning of a sentence, a word's position in a sentence, cause/effect) to determine the meanings of words and phrases.

Scaffolding Activities for the Extended Indicator

☐ Use context clues to determine the meanings of words and phrases.

- word. Underline the vocabulary word and use pictures or illustrations if necessary. Read the sentence to the students, and point to the vocabulary word as you read it.



What is gravity? It is an invisible force that pulls things toward Earth.

- Explain to the students that they can use context clues to help them determine the meaning of the vocabulary word. Tell the students they can look at words or phrases around the vocabulary word to help them.
- Read the sentence again. Model locating the context clues by highlighting or underlining them.

What is gravity? It is a force of attraction between objects.

- Ask the students to state the meaning of the vocabulary word based on the highlighted context clues.

LA 8.V.1 Vocabulary

Prerequisite Extended Skills

Understand antonyms and synonyms.

Key Terms

cause/effect, comparison, context clues, definition, determine, example, phrase meaning, restatement, sentence meaning, word meaning, word position

Additional Resources or Links

Lesson plans about teaching students how to use context clues to find meaning:

<https://www.education.com/resources/determining-meaning-using-context-clues/>

English Language Arts—Grade 8

Vocabulary

LA 8.V.1 Vocabulary

LA 8.V.1.b Acquisition and Use




Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede).

Extended: Use commonly occurring affixes and roots to determine the meanings of words.

Scaffolding Activities for the Extended Indicator

❑ **Use affixes and roots to determine the meanings of words.**

- Create a list of [commonly found affixes and roots](#) to use during this lesson.
- Write common roots on the same color paper or block. For example, write the roots *freeze*, *septic*, and *perspirant* on each paper or block. Use a different color paper or block for the affix. Initially, include only affixes and roots that make sense and can match with one another.
- The students can start with an affix and pick any roots to make a new word.
- Next, discuss the meaning of the new words. Then, give the students pictures that correspond with the newly created words. Ask the students to match each picture with the correct word. Provide assistance to the students as needed.

Affix	Root	Picture
anti	freeze	
anti	biotic	
anti	perspirant	

LA 8.V.1 Vocabulary

- Then, create sentences using the newly formed vocabulary words. Ask the students to provide the word or picture that best completes each sentence.

When driving in cold temperatures, you need to use _____.



antifreeze



antiperspirant

Prerequisite Extended Indicators

Understand that words can have parts.

Recognize an affix in a word.

Recognize a root when it has an affix.

Key Terms

affix, root, word meaning

Additional Resources or Links

Resource for commonly found affixes and roots:

<https://www.readingrockets.org/article/root-words-roots-and-affixes>

English Language Arts—Grade 8

Vocabulary

LA 8.V.2 Vocabulary

LA 8.V.2.a Context and Connotation

Interpret figures of speech (e.g., verbal irony, puns) in context.

Extended: Use context clues to determine the meaning of figurative language (e.g., alliteration, onomatopoeia, similes, metaphors, personification, idioms).

Scaffolding Activities for the Extended Indicator

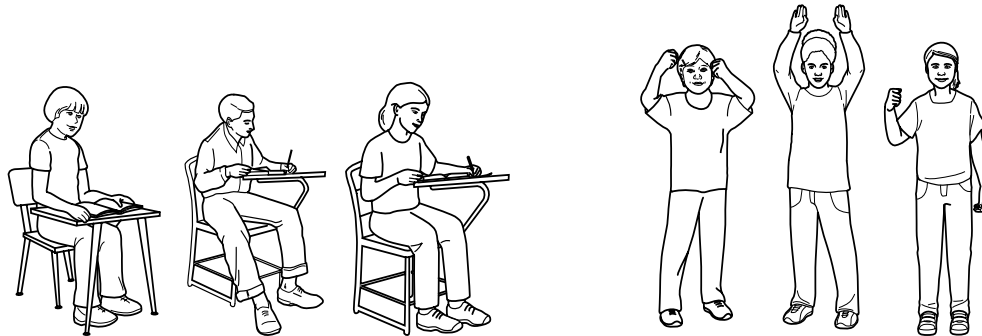
☐ Use context clues to determine the meaning of a metaphor.

- Hide a familiar object somewhere in the classroom, and tell the students to find it. As the students move around the room, give them clues when they are close to the object or far away. Using the words *hot* or *cold* or *warmer* or *colder*, help guide the students toward finding the object.
- After the game, ask the students about the words you used to describe what was happening in the game. Were the students really warm or hot as they got closer to the object or cool or cold as they moved farther away? Explain to the students that the use of words to describe or compare things that aren't the same is called a *metaphor*. In this case, the students weren't hot or cold; instead, the words were used as a way to give the students clues about how close they were to the hidden object.
- Pair some common metaphors with visuals, and discuss what the metaphors mean. You also could use other activities such as acting out the metaphors or drawing them.

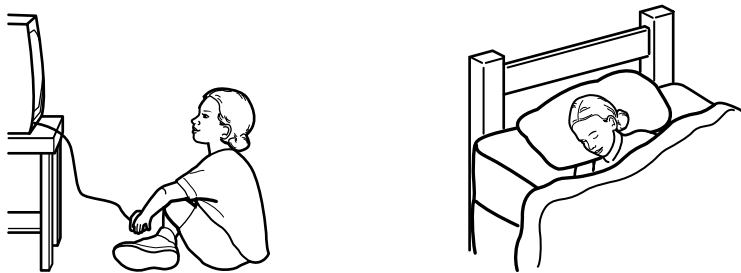
LA 8.V.2 Vocabulary

- Give the students a sentence that uses a metaphor along with two pictures—one that shows what the metaphor means and another that does not show the meaning of the metaphor. Underline or highlight the comparing words in the sentence, and ask the students to choose which picture matches the metaphor.

The classroom was a zoo. Which picture shows the class acting wild?



Casey is a night owl. Which picture shows Casey awake all night?



Prerequisite Extended Skills

Understand that words have meaning.

Understand adjectives.

Recognize figurative language.

Key Terms

alliteration, context clues, determine, figurative language, identify, idiom, meaning, metaphor, onomatopoeia, personification, simile

Additional Resources or Links

Guide to teaching similes and metaphors:

<https://teacherblog.evan-moor.com/2018/10/15/how-to-teach-figurative-language>

English Language Arts—Grade 8

Vocabulary

LA 8.V.2 Vocabulary

LA 8.V.2.c Context and Connotation

Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).

Extended: Identify commonly occurring synonyms, antonyms, homographs, and homophones.

Scaffolding Activities for the Extended Indicator

☐ Identify homophones and homographs.

- Give the students a list of common homophones. Read the list to the students, and point to each word as it is read. After reading the list, ask the students if they can identify something similar about the sets of words. Explain to the students that sometimes words can sound the same but have different meanings. These words are called *homophones*.

scent *cent*

their *there* *they're*

to *too* *two*

beet *beat*

- Define each word in the list for the students. Reread the list, this time with the definitions. Pictures of the definitions may be added for additional support.



scent—a smell or fragrance



cent—money in coins

LA 8.V.2 Vocabulary

- Next, use each homophone in a sentence. Read each sentence to the students, and underline the homophone. Explain again that *homophones* are “words that sound the same but have different meanings.”

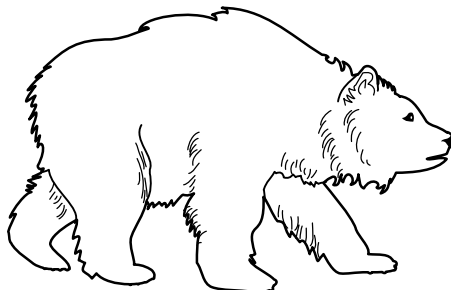
Melissa loved the scent of flowers.

Doug had only one cent in his wallet.

- Give the students additional sentences that include homophones, and ask them to identify the homophones. If necessary, provide pictures as support.
- Next, give the students a visual with common homographs on it. Read each word and point to the corresponding picture as the word is read. Then, with the students, spell each word. Explain that these words are examples of *homographs*. Tell the students that *homographs* are “words that are spelled the same but have different meanings.”
- Using the visual, create pairs of sentences that contain homographs. Highlight or underline the homographs. Read each pair of sentences to the students, and help them identify the homographs.
- Next, give the students paired sets of sentences with homographs missing. Tell the students to finish each set of sentences by using the picture cards that are given to them. Model completing the first paired sets of sentences for the students by putting the correct picture card in each blank.

The big brown _____ walked slowly through the woods. He was looking for a place to hibernate.

The bricks were too heavy for Michael to carry. He couldn't _____ to carry them.



bear



bear

LA 8.V.2 Vocabulary

Prerequisite Extended Skills

Recognize how to use context clues to find word meanings.

Key Terms

antonym, homograph, homophone, identify, synonym

Additional Resources or Links

Lesson plans for teaching homographs:

<https://www.education.com/lesson-plan/exploring-homographs/>

<https://www.visualthesaurus.com/cm/lessons/making-sense-of-homographs/>

Lesson plan for teaching homophones:

<https://www.readwritethink.org/classroom-resources/lesson-plans/homophones>

English Language Arts—Grade 8

Writing

LA 8.W.1 Writing

LA 8.W.1.a Production of Writing

Apply knowledge of rules for capitalization.

Extended: Capitalize proper nouns in complex sentences.

Scaffolding Activities for the Extended Indicator

❑ Capitalize proper nouns in complex sentences.

- Review proper nouns with the students. Remind the students that a proper noun is a word that is the name or title of something. Give the students examples of proper nouns, and remind the students that proper nouns are always capitalized.
- Show the students complex sentences or a short passage in which all the proper nouns are correctly capitalized. Highlight or underline the proper nouns, and read the sentences or passage to the students. Point to the proper nouns as they are read.

Mrs. Phillips's class is going to study Asia next Wednesday, right after they learn about Australia.

- Next, give the students other complex sentences or a passage in which some or all the proper nouns are not capitalized. Read the sentences or passage to the students. Circle or highlight the proper nouns in the sentences or passage, and ask the students to correct the capitalization of those words. Give the students letter stamps or letter tiles to use to correct the capitalization.

My friend jenny, is going on a trip to omaha, nebraska. She is planning on bringing her brother, max. They want to go see an omaha storm chasers game. They also want to go to the durham museum. jenny and max will have a lot to do on their trip.

- Then, give the students several sentences, either separate sentences or sentences written in passage form, where some proper nouns are capitalized and others are not. Ask the students to locate the incorrect words and correct them. Give the students additional letter stamps or letter tiles to use to correct the capitalization.

Prerequisite Extended Skills

Identify a proper noun.

Identify a common noun.

Understand the correct use of capital letters.

Key Terms

capitalize, proper noun, complex sentence

Additional Resources or Links

Resources for teaching capitalization of proper nouns:

<https://www.education.com/resources/capitalizing-proper-nouns/>

English Language Arts—Grade 8

Writing

LA 8.W.1 Writing

LA 8.W.1.b Production of Writing

Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.

Extended: Use ending punctuation (limited to a period, question mark, and exclamation point) and commas in a series (limited to three items).

Scaffolding Activities for the Extended Indicator

☐ Use ending punctuation and commas in a series.

- Teach the students that punctuation marks are used in writing. Explain that punctuation marks help the reader understand meaning.
- Ask the students to make punctuation sticks by gluing ending punctuation marks and a comma to craft sticks. The punctuation sticks will be used to identify when and where a specific punctuation mark is needed.
- Explain the meaning of each punctuation mark, and provide a sentence that uses each punctuation mark.

Molly plays the guitar.

I'm so excited to go to the fair!

Is there swim practice after school today?

Mom went to the store and bought cereal, milk, and bread.

LA 8.W.1 Writing

- Show the students an example of a text message conversation without proper ending punctuation or commas. Read the sentences in the conversation to the students. Ask them to hold up a punctuation stick that matches the text after each sentence. Discuss any disagreements among the students, and guide them toward the correct answer if necessary.



Prerequisite Extended Skills

Recognize sentences.

Demonstrate conversation skills.

Add expression to conversation.

Key Terms

comma, ending punctuation, exclamation point, items, period, punctuation mark, question mark, sentence, series

Additional Resources or Links

Teaching commas lesson plans:

<https://teacherblog.evan-moor.com/2020/04/15/how-to-teach-commas/>

<https://languageartsclassroom.com/teaching-commas-grammar-lesson-plan/>

Activities for teaching punctuation:

<https://www.differentiatedteaching.com/punctuation-activities/>

English Language Arts—Grade 8

Writing

LA 8.W.3 Writing

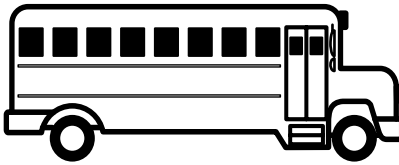
LA 8.W.3.d Modes of Writing

Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.

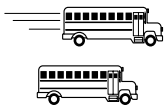






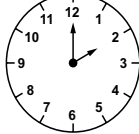
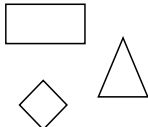
Extended: Use precise words, phrases, and descriptive details to describe experiences and events.

Scaffolding Activities for the Extended Indicator

- ☐ **Use precise words, phrases, and descriptive details to describe experiences and events.**
 - Show the students a picture of something that is familiar to them. For example, show them a picture of a school bus, and ask the students to identify what it is.



- Provide a visualization chart to the students. Choose two sections of the chart to focus on. In this example, the focus will be on movement and mood.

Movement 	Feeling 	What 
Color 	Size 	Number 
Sound 	When 	Shape 

LA 8.W.3 Writing

- Begin the lesson by describing the bus. Use the visualization chart while describing the bus, pointing to the correct category for each part of the description.

*The bus (point to **what** on the chart) is yellow and black (point to **color**). It is large (point to **size**). It has many windows and four wheels (point to **number**). The brakes squeak when it stops (point to **sound**).*

- Then, ask the students about the movement of the bus.

Does the school bus go fast or slow?



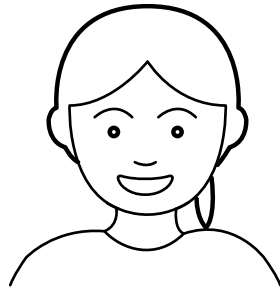
fast



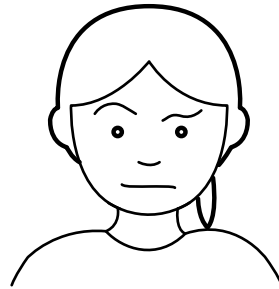
slow

- Then, ask the students about how the bus affects their mood.

Do you feel happy or confused when you see the bus?



happy



confused

- Finally, create sentence strips about the bus, and use the details the students chose in the visualization chart to create a descriptive story.

Prerequisite Extended Skills

Recognize details in text.

Create a simple story.

Make connections between a picture and a story.

Key Terms

describe, descriptive detail, experiences, events, phrase, precise word

Additional Resources or Links

Descriptive writing lessons:

https://www.readingrockets.org/strategies/descriptive_writing

Module on creating writing lessons for students with significant disabilities:

<https://mast.ecu.edu/EnglishandLanguageArts/CreatingWritingOpportunitiesStudentswithSignificantIntellectualDisabilities/index.html>

English Language Arts—Grade 8

Writing

LA 8.W.4 Writing

LA 8.W.4.b Modes of Writing

Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.

Extended: Identify a claim made about a given topic.

Scaffolding Activities for the Extended Indicator

❑ Identify a claim made about a given topic.

- Give the students a topic and a claim about that topic. For example, tell the students that they will be learning about wearing helmets when riding a bike. Write two or three sentences on the board about the topic and include a claim.

It is very important to wear a helmet when riding a bike. If a person falls off the bike, a helmet can help protect them from getting hurt.

- Underline or highlight the sentence that makes a claim about the topic. In this example, the claim is that “It is very important to wear a helmet when riding a bike.” Read the claim to the students and explain to them that it is a claim. Remind the students that a *claim* is “an idea or feeling about a subject.” Remind the students that a claim is not a fact.
- Next, give the students another topic, and ask them to make a claim about it. For example, tell the students the topic is “cell phone use in school”. Discuss the topic with the students. Ask guiding questions such as “When should using cell phones be allowed in school?” or “Do cell phones contribute to learning?” Write the students’ claims about the topic on the board.
- After the claims are on the board, read them to the students and explain that these are claims the students made about using cell phones in school. Remind the students that these are their claims about using cell phones in school—they are not facts, but rather their opinions on the topic.
- Then, give the students another topic and a stated claim about the topic. Write the claim, along with one or two supporting sentences, on the board. Read the sentences to the students and ask them to identify the claim.

Soccer is the best sport on the planet. It is more interesting than any other sport. More people watch soccer than any other sport in the world.

LA 8.W.4 Writing

- If the students are having difficulty identifying the claim, remind the students that the claim is an opinion on the topic. Define the topic again, in this case soccer, and ask the students guiding questions to assist them.

Do you think soccer is the best sport on the planet? What does the class think the best sport is?

Prerequisite Extended Skills

Recognize an opinion about a topic.

Recognize facts in text.

Key Terms

claim, identify, topic

Additional Resources or Links

Lesson plans for teaching argumentative writing:

<http://teacheroffduty.com/claim-evidence-reasoning-lesson-plan/>

<https://www.education.com/lesson-plan/argument-writing-claim-reasons-evidence/>

English Language Arts—Grade 8

Writing

LA 8.W.4 Writing

LA 8.W.4.c Modes of Writing

Explain and cite relevant evidence from multiple credible sources.

Extended: Use relevant evidence to support a claim.

Scaffolding Activities for the Extended Indicator

☐ Use relevant evidence to support a claim.

- Read the students a short paragraph with a claim and supporting evidence for the claim. Highlight the claim in one color, and identify it as the claim. Then, highlight the supporting evidence in another color, and identify it as the supporting evidence. Remind the students that when making a claim, it is always important to use evidence to support it.

Nebraska is the best state to visit. The world's largest indoor rain forest, the Lied Jungle, is located in Omaha, Nebraska. The state also has a museum in Lincoln called Morrill Hall. The museum has one of the largest mammoth fossils in the world. Everyone should take a trip to Nebraska!

- In this example, the claim is that Nebraska is the best state to visit, and the supporting evidence is about interesting places to see in Nebraska. Remind the students that the claim in writing is not a fact but an opinion about something. The evidence supports, or strengthens, the claim.
- Next, give the students a claim about something, or ask them to make a claim about a given topic. Write the claim on the board. Then, give the students two sentences. One sentence should be an example of supporting evidence for the claim, and the other sentence should not be an example of supporting evidence. Read both sentences to the students, and ask them to identify which is the correct sentence to use to support the claim.

Claim: Doing volunteer work is something that everyone should try.

Sentence 1: Some people like to volunteer at animal shelters.

Sentence 2: You can make new friends and learn new skills while volunteering.

- In this example, Sentence 2 is the supporting evidence. Explain to the students that while both sentences are about volunteering, only Sentence 2 supports the claim that doing volunteer work is something everyone should try.
- Give the students two other sentences, and ask them to choose which sentence can be used as supporting evidence for the claim. Discuss why each sentence is or isn't an example of supporting evidence.

Prerequisite Extended Skills

Identify a claim.

Recognize evidence to support a claim.

Understand the difference between a fact and an opinion.

Key Terms

claim, evidence, irrelevant, relevant, support

Additional Resources or Links

Resource about how to teach students to make a claim:

<https://www.weareteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/>

Resource about teaching students how to support claims with evidence:

<https://www.thecurriculumcorner.com/thecurriculumcorner123/teaching-kids-to-support-claims-with-evidence/>

Article on ways to use scaffolding to teach students how to find text evidence:

<https://www.educationworld.com/ways-scaffold-finding-text-evidence>

English Language Arts—Grade 8

Writing

LA 8.W.6 Writing

LA 8.W.6.b Modes of Writing

Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.

Extended: Identify and/or use credible print and digital sources of information to ask and answer questions about a given topic.

Scaffolding Activities for the Extended Indicator

☐ Identify and/or use credible sources to ask and answer questions about a given topic.

- Give the students a research topic and one or two credible sources of information on the topic. For this example, the research topic will be teens and cell phone use.
- Ask the students if they have any questions about the topic. Write any questions the students have on the board. Explain to the students that they will be using the source or sources of information provided to find the answers to their questions. Read the source or sources of information to the students.

While some educators feel there's a place for cellphones in the classroom, others see them as a distraction. Research indicates they can have a negative effect on learning and attention. By 2020, 77% of schools reported prohibiting cellphones for non-academic use, according to the federal [National Center for Education Statistics](#). Over 90% of principals in a [2020 study](#) supported restrictions on cellphone use for students in middle and high schools, and over 80% said they believed that cellphone use during school has negative consequences for social development and academics.

- After reading, refer to the students' questions on the board. Model finding the answers to the questions in the source or sources being used. Write the answers to the questions on the board.
- Next, ask the students other questions about the topic. The answers should be easily found within the source or sources used. Assist the students in finding the answers to the questions if necessary.

Prerequisite Extended Skills

- Recognize informational research topics.
- Determine questions for a research topic.
- Understand different modes of research.
- Understand how to ask questions about a topic.
- Understand how to answer questions about a topic.

Key Terms

answer questions, ask questions, credible, digital source, identify, information, print source, topic, use

Additional Resources or Links

U.S. News & World Report article on cellphones in school:
<https://www.usnews.com/education/best-high-schools/articles/cellphones-in-school>

Lesson on scaffolding methods for writing research papers:
<https://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-methods-research-paper>

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Alternate English Language Arts
Instructional Supports
for
NSCAS English Language Arts Extended Indicators
Grade 8



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