



NJSLA 2022



NJSLA Blueprint

[NJSLA 2020-21 Blueprint and Best Practices | 10 Min. webinar organized by EdShorts - YouTube](#)

[New Jersey Student Learning Assessment English Language Arts \(NJSLA-ELA\): Blueprints](#)

NJSLA STANDARDS

[New Jersey Student Learning Standards for English Language Arts Grade 3 \(state.nj.us\)](#)

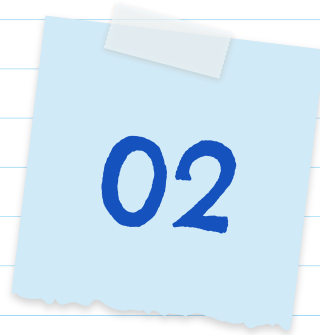
[New Jersey Student Learning Standards for English Language Arts Grade 4 \(state.nj.us\)](#)

[New Jersey Student Learning Standards for English Language Arts Grade 5 \(state.nj.us\)](#)

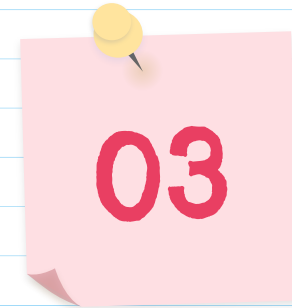
NJSLA



01



02



03

NWT

Narrative Writing Task

[Narrative Writing.ppt - Google Slides](#)

[PARCC Prep: How to Approach the Narrative Writing Task | The Literacy Cookbook blog \(wordpress.com\)](#)

LAT

Literary Analysis Task

RST

Research Simulation Task
[RST Let's edit/revise our work - Google Slides](#)

The image shows a stack of spiral-bound lined paper resting on a light-colored wooden surface. The top sheet of paper is white with light blue horizontal ruling. The spiral binding is on the left side. The text is centered on the page in a bold, blue, sans-serif font.

**THE
Narrative
Writing TASK**

Three Types of PARCC Narrative Writing Tasks

- Alternate ending
- Continue the story
- Tell the story from a different point of view

It's More Than Writing a Narrative

“Given what we can infer from the PARCC Online Practice Tests, the task typically requires students to analyze the characters and conflict before writing” – *Literacy Cookbook*

It's More Than Writing a Story

- They have to accurately analyze the passage AND THEN write a narrative based on the passage.
- If they can't understand the passage, they can't analyze it.

They have to be able to analyze independently.

How Do We Teach Students to Analyze?

- Model, model, model and think aloud
- Allow students to jot down questions and conclusions as they read
- Always allow Signposts to be “running in the background” of think-alouds and independent reading
- Explaining plot elements / conflict / resolution

What do all types of Narrative Tasks have in common?

- They all require students to use character details from the passage:
 - For example – If the character named Sara is very bossy, students will show that trait (bossy) through Sara’s actions in their writing.
- They all require students to use setting details from the passage:
 - For example – If the story takes place in the woods, students must include those setting details in their writing. If they change the setting, it must be logical.

What will help students build practice the Narrative Task?

- Tasks on POV and setting details from the passage.

“Write an alternate ending to the scene we just finished reading, showing the same setting details.”

Tasks on text evidence about character motivation/traits:

“What does that action say about the character? Ok, so that’s evidence of that trait. Now use that same trait in your writing with different actions. What’s his motivation? So if we know he’s motivated to be accepted, make sure that motivation shows up in your writing through his next actions.”

Tasks on Plot Development and Analysis

“What is the conflict here? How can that conflict carry into your narrative?”

THE LITERARY ANALYSIS TASK

L.A.T.

- “Literary Analysis Task (LAT) For the LAT, students read and analyze two pieces of literature. Types of texts include **short stories, novels, poems, or other types of literature**. Students write an analytic response to a prompt based on the literary texts.” -- PARCC Resource Center.
- It **COULD** be an excerpt from a play or famous speech

WHAT THE TWO TEXTS HAVE IN COMMON

- They will share a theme or topic that students will have to compare and contrast.
- Example: Two passages about pottery-making
 - One is an excerpt from a novel
 - One is a poem

Action Step:

In your lessons, ensure your two texts share a theme or topic.

HOW THEY WILL BE DIFFERENT

- The structural elements will be different. Students will have to first
 - KNOW and UNDERSTAND text structures and then
 - APPLY and ANALYZE how the texts are different.

Action Step:

Teach and assess your students on the various structural elements of texts.

STRUCTURAL ELEMENTS LITERARY TEXTS

The obvious ones:

Setting, characters, plot, point of view, and theme (for novels, excerpts, short stories, and plays)

The not-so-obvious ones: (including poems and plays)

Types of conflicts, turning point, resolution,

Stanzas, rhyme, rhythm, literary devices, acts, scenes, dialogue

BOTTOM LINE ACTION STEPS

1. Teach how to break down the prompt and create it into a question before reading
2. Teach Close Reading (includes Annotating)
3. Use current plans and add another text to pair with it (make sure it shares topic or theme)
4. Teach poetry and expose students to multiple poems (I can model this for you)
5. Teach structural elements and assess students' understanding of how to compare/contrast them in two texts
6. Copy the PARCC-style of questioning when creating your own assessments

In the passage titled,
" title what the prompt asserts

FACT from TEXT

FACT from Text

Let's analyze THESIS

In both passages titled,
" +1 and +2 "

what the prompt asserts

In " T1 " fact

In " T2 " fact

Let's analyze thesis

In the story you have
just read how ^{with} Dorothy went
on an incredible Emerald City

T1 fact
T2 fact

's analyze thesis

In the story you have
just read how ^{with} Dorothy went
on an incredible journey to ^{Let's analyze}
Emerald City ~~write an essay on~~
how the author set the scene
and used imagery to paint
a picture of her quest.



**THE
Research
Simulation TASK**

Research Simulation Task (RST) For the RST, students are asked to analyze an informational topic presented through several texts or multimedia stimuli. Students engage with the texts by answering a series of questions and writing an analytic response to a prompt, synthesizing information from multiple sources.

What do we need to do:

1. Analyze the source documents.

- **What does it tell us?**
- **What can we conclude?**
- **Who/what is the source?**
- **Does that “tell” us anything? (POV, bias, reliability)**
- **Does the source have any intent or purpose?**
- **Grouping: Do multiple source documents go together?
Reinforce a certain position or view?**

What do we need to do:

2. Compose a **THESIS STATEMENT**.

- This is your “answer” to the question which you will explain/support with evidence in your body paragraphs.

- It must be CLEAR, SPECIFIC/EXPLICIT and DIRECTLY ADDRESS THE QUESTION...don't simply “restate the question.”

What do we need to do:

- **MUST** have a clear, specific thesis with 3 elements that answers the questions.
- **Must write a 5 paragraph** essay with an intro containing your thesis, 3 body paragraphs and a conclusion which offers a summation and analysis.
- **Must accurately use relevant facts & state the historical context.**
- **Must use AT LEAST** the minimum number of documents required by the directions.
- **Must SPECIFICALLY state /cite/reference the document** being used as evidence & describe how or why. *“As indicated in Document 2,”* state the portion/excerpt of the document you are using in your essay.
- **Do not be afraid to use more than one document reference in a single paragraph.**
- **Do not be afraid to use/reference the same document more than once in your essay...especially if you want to use different parts of a doc. as evidence to support different points within your essay.**

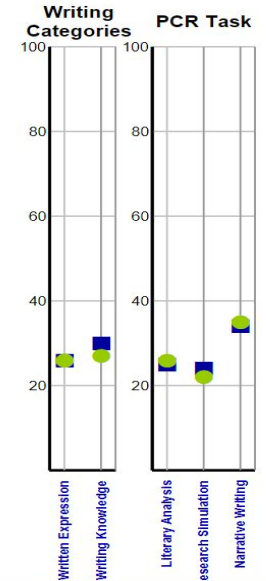
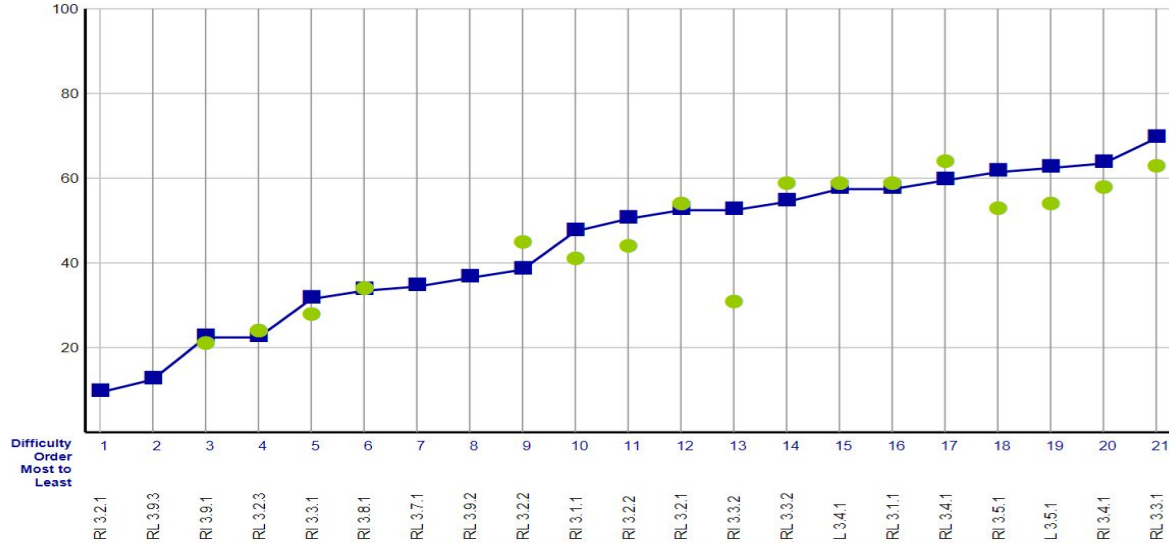
2018-2019 ELA scores (current 5th grade)

ENGLISH LANGUAGE ARTS
Grade 3 Assessment, 2018–2019

■ State
● District

Students with Valid Scores (61)

Purpose: This report presents the average percent correct by Evidence Statement for district and state.



2018-2019 ELA scores (current 5th grade)

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	RI 3.2.1	RI.3.2	Reading: Informational Text	Reading-EBSR	0
2	RL 3.9.3	RL.3.9	Reading: Literature	ELA-PCR	0
3	RI 3.9.1	RI.3.9	Reading: Informational Text	ELA-PCR	61
4	RL 3.2.3	RL.3.2	Reading: Literature	ELA-PCR	29
5	RI 3.3.1	RI.3.3	Reading: Informational Text	ELA-PCR; Reading-EBSR	32
6	RI 3.8.1	RI.3.8	Reading: Informational Text	Reading-EBSR	32
7	RL 3.7.1	RL.3.7	Reading: Literature	Reading-EBSR	0
8	RL 3.9.2	RL.3.9	Reading: Literature	Reading-EBSR	0
9	RL 3.2.2	RL.3.2	Reading: Literature	ELA-PCR; Reading-EBSR	61
10	RI 3.1.1	RI.3.1	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	61
11	RI 3.2.2	RI.3.2	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	61
12	RL 3.2.1	RL.3.2	Reading: Literature	Reading-EBSR; Reading-TECR	61
13	RI 3.3.2	RI.3.3	Reading: Informational Text	Reading-EBSR	29
14	RL 3.3.2	RL.3.3	Reading: Literature	ELA-PCR; Reading-EBSR	61
15	L 3.4.1	L.3.4.A	Language	Reading-EBSR; Reading-TECR	32
16	RL 3.1.1	RL.3.1	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	61
17	RL 3.4.1	RL.3.4	Reading: Literature	Reading-EBSR	61
18	RI 3.5.1	RI.3.5	Reading: Informational Text	Reading-TECR	29
19	L 3.5.1	L.3.5	Language	Reading-TECR	32
20	RI 3.4.1	RI.3.4	Reading: Informational Text	Reading-EBSR	61
21	RL 3.3.1	RL.3.3	Reading: Literature	Reading-EBSR; Reading-TECR	61

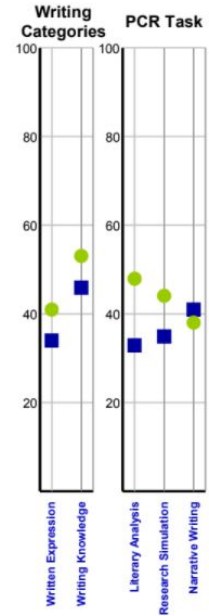
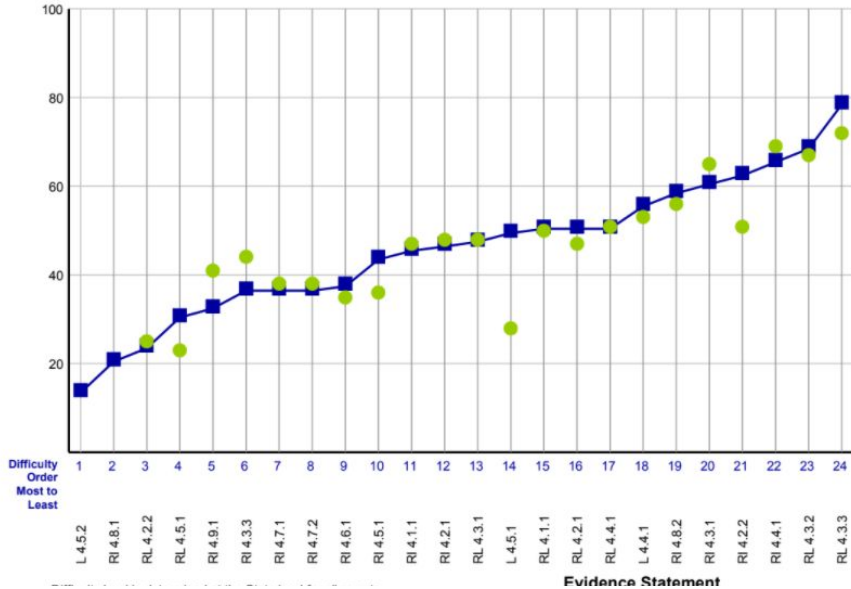
2018-2019 ELA scores

ENGLISH LANGUAGE ARTS Grade 4 Assessment, 2018-2019

■ State
● District

Students with Valid Scores (60)

Purpose: This report presents the average percent correct by Evidence Statement for district and state.



2018-2019 ELA scores

ENGLISH LANGUAGE ARTS Grade 4 Assessment, 2018–2019

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	L 4.5.2	L.4.5	Language	Reading-EBSR	0
2	RI 4.8.1	RI.4.8	Reading: Informational Text	Reading-EBSR	0
3	RL 4.2.2	RL.4.2	Reading: Literature	Reading-TECR	20
4	RL 4.5.1	RL.4.5	Reading: Literature	Reading-EBSR; Reading-TECR	40
5	RI 4.9.1	RI.4.9	Reading: Informational Text	ELA-PCR	60
6	RI 4.3.3	RI.4.3	Reading: Informational Text	ELA-PCR; Reading-EBSR	60
7	RI 4.7.1	RI.4.7	Reading: Informational Text	ELA-PCR	40
8	RI 4.7.2	RI.4.7	Reading: Informational Text	ELA-PCR	40
9	RI 4.6.1	RI.4.6	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	60
10	RI 4.5.1	RI.4.5	Reading: Informational Text	Reading-EBSR; Reading-TECR	60
11	RI 4.1.1	RI.4.1	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	60
12	RI 4.2.1	RI.4.2	Reading: Informational Text	Reading-EBSR; Reading-TECR	60
13	RL 4.3.1	RL.4.3	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	60
14	L 4.5.1	L.4.5	Language	Reading-EBSR	40
15	RL 4.1.1	RL.4.1	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	60
16	RL 4.2.1	RL.4.2	Reading: Literature	ELA-PCR; Reading-EBSR	60
17	RL 4.4.1	RL.4.4	Reading: Literature	Reading-EBSR; Reading-TECR	60
18	L 4.4.1	L.4.4.A	Language	Reading-EBSR; Reading-TECR	60

2018-2019 ELA scores

19	RI 4.8.2	RI.4.8	Reading: Informational Text	Reading-EBSR; Reading-TECR	60
20	RI 4.3.1	RI.4.3	Reading: Informational Text	Reading-EBSR; Reading-TECR	60
21	RI 4.2.2	RI.4.2	Reading: Informational Text	Reading-EBSR; Reading-TECR	40
22	RI 4.4.1	RI.4.4	Reading: Informational Text	Reading-EBSR	60
23	RL 4.3.2	RL.4.3	Reading: Literature	Reading-TECR	60
24	RL 4.3.3	RL.4.3	Reading: Literature	Reading-EBSR	40

2018-2019

ELA

scores

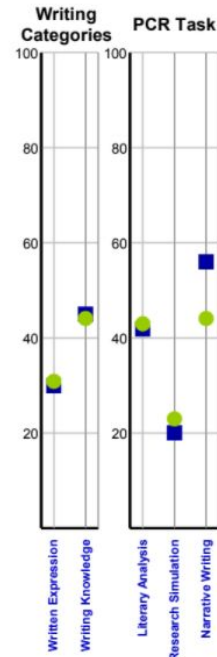
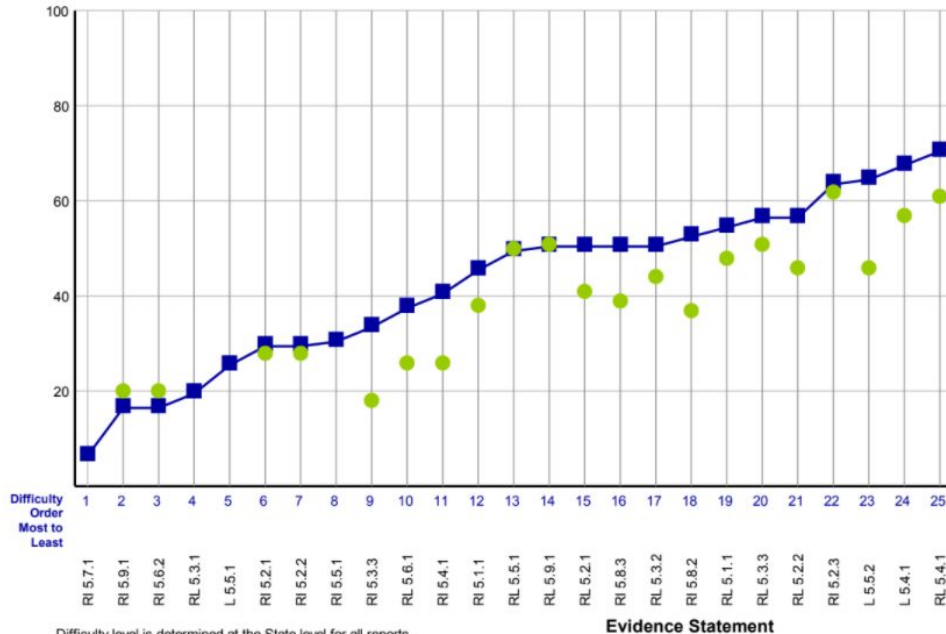
ENGLISH LANGUAGE ARTS Grade 5 Assessment, 2018–2019

SPRING 2019

■ State
● District

Students with Valid Scores (51)

Purpose: This report presents the average percent correct by Evidence Statement for district and state.



Difficulty level is determined at the State level for all reports.

Evidence Statements not tested in district or school are left blank. Refer to page two, student column for the number of students included at each Evidence Statement.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

2018-2019 ELA scores

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	RI 5.7.1	RI.5.7	Reading: Informational Text	ELA-PCR	0
2	RI 5.9.1	RI.5.9	Reading: Informational Text	ELA-PCR	51
3	RI 5.6.2	RI.5.6	Reading: Informational Text	ELA-PCR	51
4	RL 5.3.1	RL.5.3	Reading: Literature	ELA-PCR; Reading-EBSR	0
5	L 5.5.1	L.5.5.A	Language	Reading-EBSR	0
6	RI 5.2.1	RI.5.2	Reading: Informational Text	Reading-EBSR	51
7	RI 5.2.2	RI.5.2	Reading: Informational Text	Reading-EBSR	51
8	RI 5.5.1	RI.5.5	Reading: Informational Text	Reading-EBSR	0
9	RI 5.3.3	RI.5.3	Reading: Informational Text	Reading-EBSR	51
10	RL 5.6.1	RL.5.6	Reading: Literature	Reading-EBSR	51
11	RI 5.4.1	RI.5.4	Reading: Informational Text	Reading-EBSR	51
12	RI 5.1.1	RI.5.1	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	51
13	RL 5.5.1	RL.5.5	Reading: Literature	Reading-EBSR; Reading-TECR	51
14	RL 5.9.1	RL.5.9	Reading: Literature	ELA-PCR; Reading-TECR	26
15	RL 5.2.1	RL.5.2	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	51
16	RI 5.8.3	RI.5.8	Reading: Informational Text	Reading-TECR	51
17	RL 5.3.2	RL.5.3	Reading: Literature	Reading-EBSR	26
18	RI 5.8.2	RI.5.8	Reading: Informational Text	Reading-EBSR	51
19	RL 5.1.1	RL.5.1	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	51
20	RL 5.3.3	RL.5.3	Reading: Literature	Reading-EBSR; Reading-TECR	51
21	RL 5.2.2	RL.5.2	Reading: Literature	Reading-TECR	50
22	RI 5.2.3	RI.5.2	Reading: Informational Text	Reading-TECR	51
23	L 5.5.2	L.5.5.B	Language	Reading-EBSR; Reading-TECR	27
24	L 5.4.1	L.5.4.A	Language	Reading-EBSR	51
25	RL 5.4.1	RL.5.4	Reading: Literature	Reading-EBSR	51

Preparing for NJSLA-ELA

NJSLA-ELA (New Jersey Student Learning Assessments)

Practice Test

NJDOE Digital Library

Narrative Text

Search EngageNY | EngageNY

Literary Text

<https://www.readworks.org/>

New ReadWorks Article-A-Day Sets

<https://achievethecore.org/>

<https://achievethecore.org/category/415/ela-literacy-assessments>

<https://edcite.com/usr/signin.html>

Informational Text

<https://newsela.com/>

<https://edulastic.com/>

<https://www.commonlit.org>

Vocabulary

<https://www.flocabulary.com/>

<https://rewordify.com/>

Videos accompanied with questions

<https://edpuzzle.com/>

Audio clips:

<https://www.storynory.com/>

Using Videos as Tools to Teach Higher Level Comprehension

Videos

- Convey complicated topics
- Gives access to all students
- Helps instill better knowledge of a subject

*Suggestions aside from skills, use videos for Book Trailers (What can you hold onto as you read this book?) They can also be used as culminating activities, create a book trailer with your group, best one would be posted.

Giver Book Trailer

Hana's Suitcase

Using Videos as Tools to Teach Higher Level Comprehension

Become an expert on character:

- Collect information about the main character
- Pay attention to how characters respond to problems
- Notice relationships between characters
- Notice when characters break the mold

Video #1 Lou

Using Videos as Tools to Teach Higher Level Comprehension

Informational: Text structure, vocabulary

What do you think is the main idea of this video?

Video # 2- Investigating the Mysterious Whale Sharks of Mafia Island (National Geographic)

Topic

versus

Main idea

Whale Sharks

Whale sharks are complicated . People can help whale sharks .

Using Videos as Tools to Teach Higher Level Comprehension

Ways to raise the level of watching and listening:

- Try to picture what the presenter is saying
- Listen to the tone of voice (help to get a sense of the mood)
- Think about the point of view as well as the purpose of the presentation
- Think about what messages are coming from this text that are not said directly

[CGI Animated Short Film HD "The Present " by Jacob Frey | CGMeetup - YouTube](#)

Using Videos as Tools to Teach Higher Level Comprehension

Video #3 Compassionate Homeless Man Shares Food with Others

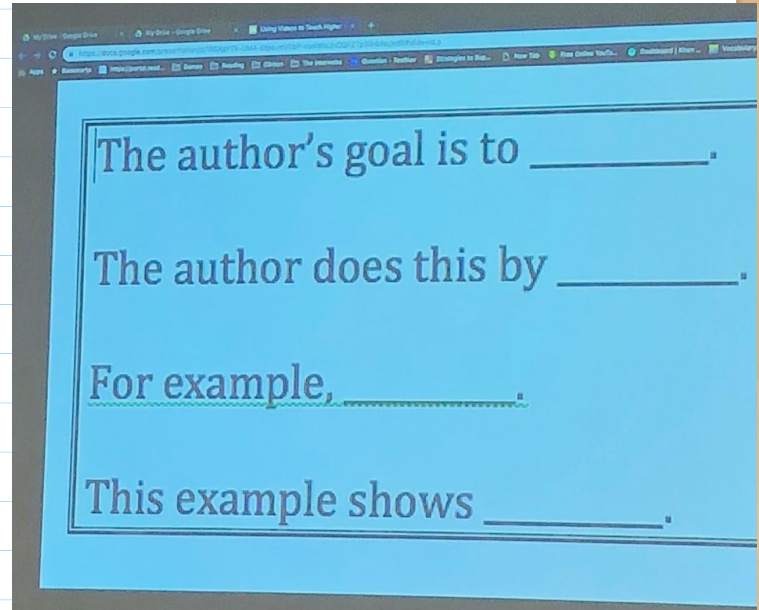
Questions to pose after a video:

What is the main idea of the presentation?

Which conclusion is supported by the presentation?

Present a main idea, and then ask, which detail from the presentation best supports this idea?

Additional resource: Free Inspirational Movie Clips for Teaching and Sermon Video Illustrations at WingClips.com



Savaas Realize Items

Reading Street

- Weely CCR Test - The Assessment is structured with PARCC- Like questioning.
- “Next Generation Performance Task”- provides one of each performance writing task.

My View Literacy

- Weekly stories -Close Read sections completed prepare students to answer using RACE. The close read is the Citation and Evidence needed to answer.
- Differentiated Close Reads (Can also be used for fluency)- 4 question with open ended answer to practice.
- “Assessments and Practice”
 - Test Bank- Reading (16) and Writing (6)
 - Balanced Practice Test / CCR Test