



NJSLA Research Simulation Task Grade 5 Reading

Lesson 2: Modeling the EBSR and TECR

Rationale

- Given the extreme difference in the testing layout and interface between NJ ASK and NJSLA, students should be guided through NJSLA's sample items on their website. This will also give the teacher an opportunity to model the approach and thought processes students should replicate to complete the Research Simulation Task.

Goal

- In modeling the process for completing the Research Simulation Task EBSR and TECR, students will have a clear picture of what to expect on the assessment.

Task Foci

- **CCSS RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **CCSS RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **CCSS RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Objectives

- Students will be familiar with the format of the NJSLA Research Simulation Task EBSR and TECR.
- Students will observe the process for completing the questions through teacher modeling.

Materials

- Computer and Projector (for instructor to model activities)
- NJSLA's online test environment: <https://nj.mypearsonsupport.com/practice-tests/english/>
 - Note: NJSLA updates their sample item sets occasionally. References to the site in this lesson are based upon the April 2014 version.

- Computers (optional) (one per student or student pairs)
- Sample Markup (for instructor)
- Sample text and questions handout (per student)

Preparation

- Take some time to navigate through NJSLA's test environment on your own to get comfortable with it before you show your students.
- Before class begins, navigate to the RST portion for your grade level in NJSLA's online test environment.

Procedures

- To begin the lesson, explain to students that today they will view the EBSR and TECR in its intended environment. If students have access to computers, guide them to the testing area on NJSLA's website.
- Show students the features of the test interface.
 - A purpose-setting statement and the texts are on the left side of the page. One full question (Parts A & B) takes up the right side of the page.
 - You can navigate through the questions with the arrows on the top of the page.
 - There is a tool bar at the top of the writing space with basic word processing functions (bold, underline, copy, paste, undo, etc.)
- Ask students for their opinions, observations, and questions about the interface.
- Next, distribute the sample text and questions to each student.
- Using the markup, guide students through the questions. The handout highlights relevant details and gives explanations. This is just a sample. Feel free to address any other details that stick out to you.
- In closing, address any questions students have.

Research Simulation Task (from NJSLA website)

Passage #1 Read the excerpt from a book titled *Eliza's Cherry Trees: Japan's Gift to America* about a young woman who lived in Washington, D.C., in the 1800s. Then answer the questions.

Excerpt from *Eliza's Cherry Trees: Japan's Gift to America*

By Andrea Zimmerman

- 1 When she was twenty-six, Eliza bought tickets to faraway Alaska. Few tourists had ever been there. Eliza wrote reports for the newspapers back home. She loved sharing the fascinating things she saw, such as huge glaciers, spouting whales, and the native people. Eliza even wrote a book—the first guidebook about Alaska.
- 2 When Eliza went back to Washington, it wasn't long before she started thinking about traveling again. She decided to visit her older brother who was working in Japan. Eliza sailed across the ocean.
- 3 In Japan, she rode on trains, carriages, and bumpy rickshaws. She climbed mountains, ate strange foods, and visited ancient temples. Everything was so different! She studied Japanese art and learned to speak Japanese. She fell in love with Japan and its people.
- 4 Eliza especially loved Japanese gardens. Eliza's favorite plants, by far were the Japanese cherry trees. Eliza called them “the most beautiful thing in the world.” Thousands of the trees were planted in parks and along the riverbanks. When they bloomed, the trees became clouds of pink blossoms. As the petals drifted down, it was like pink snowfall. The Japanese people loved the cherry trees as their national symbol. Crowds gathered for picnics under the trees. People wrote poems and painted pictures to honor those *sakura*.
- 5 When Eliza came back home, she wrote a book about Japan. She wanted to share her love of Japan with other Americans. She wanted the nations of Japan and America to be friends.
- 6 Even though she was always thinking about her next journey, Eliza loved coming home to Washington, D.C. She was proud of America's growing capital and wanted it to look as beautiful as any city in the world.
- 7 She thought about the muddy land from a recent construction project in the swampy area around the riverbank. Eliza had a wonderful idea. She remembered the beautiful cherry trees in Japan. She thought, “That's what Washington needs!”
- 8 Eliza told the man in charge of the Washington parks about the wonderful cherry trees. She showed him photographs that she had taken. She told him about her plan to plant hundreds of cherry trees down by the water. He said no. He believed that they didn't need any different kind of tree in Washington.
- 9 But Eliza knew that sometimes when you have a good idea, you have to keep trying. So she waited. When a new parks man was hired, she told him about her good idea. He, too, said no.

- 10 Eliza kept traveling. She also met with friends who loved to travel. Some of these friends had started the National Geographic Society. The society was for people who wanted to learn more about the world.
- 11 Eliza was the first woman to have an important job there, and she helped the society grow. She wrote many articles and books. Eliza made more trips to Japan, Alaska, and Europe, and she explored India, China, Russia, and Java, an island of Indonesia.
- 12 Eliza also became a photographer. Not many women did that, either. She took pictures for the Smithsonian Institution and recorded people and places that Americans had never seen.
- 13 But Eliza didn't forget about the cherry trees, and she didn't give up. She kept trying for more than twenty years! Every time a new man was hired to be in charge of the parks department, Eliza went to tell him about her idea. Each one said no.
- 14 In 1909, William Howard Taft had just been elected president. Eliza had another good idea. She knew that sometimes people in politics could help get things done. She wrote a letter to the president's wife, Mrs. Taft. Eliza told Mrs. Taft about her plan to make Washington more beautiful with the lovely cherry trees. She was afraid the answer would be no again.
- 15 But Mrs. Taft loved the idea! With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.
- 16 Everyone was happily waiting for the trees to arrive. Eliza imagined the beautiful pink clouds of blossoms that would soon be blooming in Washington.
- 17 In January of 1910, two thousand cherry trees arrived. They were given as a gift from Japan's capital city, Tokyo. But there was a problem. The trees had diseases and bugs. The inspectors were afraid they would make American trees sick. The president agreed. He signed an order for all the cherry trees to be burned to ashes.
- 18 Eliza was so disappointed. She was also afraid that the Japanese people would be offended. But the mayor of Tokyo said they understood. He even joked about George Washington chopping down a cherry tree.
- 19 New trees were carefully grown in Japan. In March of 1912, three thousand new trees arrived. They were inspected and declared healthy!
- 20 On March 27, 1912, there was a small ceremony at the planting of the first two cherry trees. Eliza watched as her longtime dream was finally coming true.
- 21 Over the years, the trees grew, and every spring, they bloomed. People began gathering to enjoy them and to celebrate their beauty, just like in Japan. Eliza was happy to see how they helped turn Washington, D.C., into one of the most beautiful cities in the world.

1. Part A Question: Which word is most similar to the word **offended** as the narrator uses it in paragraph 18 of this excerpt?

- a. afraid
- b. interested
- c. insulted
- d. burned

Part B Question: Which phrase gives the best clue for the meaning of the word **offended**?

- a. “Eliza was so disappointed.”
- b. “...the mayor of Tokyo said they understood.”
- c. “He even joked...”
- d. “...George Washington chopping down a cherry tree.”

2. Part A Question: The article includes these details about Eliza's life:

- ☐ She wrote newspaper articles to tell others about what she saw in Alaska to inform those who had not been there. (paragraph 1)
- ☐ She wrote the first guidebook about Alaska. (paragraph 1)
- ☐ She was the first woman to work at the National Geographic Society, where she wrote many articles and books. (paragraph 11)

What do these details help show about Eliza?

- a. They show that she shared the benefits of her experiences with others.
- b. They show she had many important jobs during her lifetime, but becoming a photographer was one of her proudest moments.
- c. They show that her earlier travels were more exciting than the work she did later in her life.
- d. They show that she had a careful plan for everything she did in her life.

Part B Question: Ideas from paragraphs 1 and 11 were used to help you learn about Eliza. Highlight on two other paragraphs that include additional support for the answer in Part A. There are more than two paragraphs that include additional support, but you need to only choose two.

3. Part A Question: Which statement best describes how the events in paragraphs 13 through 15 are related to each other?

- a. They explain how Washington, D.C., would change if cherry trees were planted around the city.
- b. They show that Eliza found a new way to get cherry trees planted in Washington, D.C.
- c. They compare the ways Eliza and Mrs. Taft tried to add beauty to Washington, D.C.
- d. They describe how Mr. Takamine gave Eliza the idea to bring cherry trees to Washington, D.C.

Part B Question: Which sentence from the article best supports the answer in Part A?

- a. “When they bloomed, the trees became clouds of pink blossoms.”
- b. “She kept trying for more than twenty years!”
- c. “She wrote a letter to the president's wife, Mrs. Taft.”
- d. “With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.”

Markup for Step-Through

1. Part A Question: Which word is most similar to the word **offended** as the narrator uses it in paragraph 18 of this excerpt?

- a. afraid
- b. interested
- c. insulted
- d. burned

- Although some students will know the meaning, most students will need to go back to paragraphs 18 of the excerpt. Have students underline key words that could give hints about the meaning of **offended**.

18 Eliza was so disappointed. She was also afraid that the Japanese people would be offended. But the mayor of Tokyo said they understood. He even joked about George Washington chopping down a cherry tree.

- Based on what we underlined, we see that **offended** could mean that the people of Tokyo would also be disappointed, like Eliza. Because they said that they understand, it could be that they were confused.
- We need a little more context, so we will review what paragraph 17 was about.

17 In January of 1910, two thousand cherry trees arrived. They were given as a gift from Japan's capital city, Tokyo. But there was a problem. The trees had diseases and bugs. The inspectors were afraid they would make American trees sick. The president agreed. He signed an order for all the cherry trees to be burned to ashes.

- This helps to clarify a lot. Eliza was disappointed by the burning of all the cherry trees. If you had given a bunch of cherry trees to someone, and they burned them all because they were diseased, how would you feel? (upset, frustrated).
 - o We would not be **afraid**, so we can cross that off.
 - o We would be **interested**, but our feelings would be stronger than that, so that's not the right answer.
 - o We would likely be **insulted** - I mean, we went to all that trouble for nothing!
 - o We would probably not be **burned**. Even if we think of the figurative sense of burned, it's not quite the right description.

Part B Question: Which phrase gives the best clue for the meaning of the word **offended**?
a. "Eliza was so disappointed."

- b. "...the mayor of Tokyo said they understood."
- c. "He even joked..."
- d. "...George Washington chopping down a cherry tree."

- We underlined some of these words already. Let's step through the answers to find the right one.
 - a. "Eliza was so disappointed." Although Eliza was disappointed, it doesn't give us that much information about how the people of Tokyo felt.
 - b. "...the mayor of Tokyo said they understood." Here we see that "they understood" is the opposite of being insulted. When you are insulted, you don't know why someone does something to you - it just doesn't seem fair. They understood the reasons, so were not insulted.
 - c. "He even joked..." This could seem like a strong clue, but joking can be an insult, so this answer cannot be completely correct.
 - d. "...George Washington chopping down a cherry tree." This answer gives us no insight as to how the people of Tokyo felt.

2. Part A Question: The article includes these details about Eliza's life:

- ☐ She wrote newspaper articles to tell others about what she saw in Alaska to inform those who had not been there. (paragraph 1)
- ☐ She wrote the first guidebook about Alaska. (paragraph 1)
- ☐ She was the first woman to work at the National Geographic Society, where she wrote many articles and books. (paragraph 11)

What do these details help show about Eliza?

- e. They show that she shared the benefits of her experiences with others.
- f. They show she had many important jobs during her lifetime, but becoming a photographer was one of her proudest moments.
- g. They show that her earlier travels were more exciting than the work she did later in her life.
- h. They show that she had a careful plan for everything she did in her life.

- First, have students read the three details from the text. Have them underline similarities and identify what the three details have in common.
 - She wrote newspaper articles to tell others about what she saw in Alaska to inform those who had not been

- there. (paragraph 1)
- She wrote the first guidebook about Alaska. (paragraph 1)
 - She was the first woman to work at the National Geographic Society, where she wrote many articles and books. (paragraph 11)



- Based on what we underlined, we can see that she is a writer and wants to inform others. Look for answer choices that match this idea.

What do these details help show about Eliza?

- a. They show that she shared the benefits of her experiences with others. This is the right answer because the underlined part of this sentence means the same as sharing what she learned with others.
- b. They show she had many important jobs during her lifetime, but becoming a photographer was one of her proudest moments. Being a photographer and holding jobs is not important to her desire to inform.
- c. They show that her earlier travels were more exciting than the work she did later in her life. The details do not indicate that her travels were more interesting when she was younger.
- d. They show that she had a careful plan for everything she did in her life. These details do not demonstrate that she had a careful plan.

Part B Question: Ideas from paragraphs 1 and 11 were used to help you learn about Eliza. Highlight two other paragraphs that include additional support for the answer in Part A. There are more than two paragraphs that include additional support, but you need to only choose two.

- For this question, let's go ahead and put an X next to paragraphs 1 and 11 so we know not to check those.
- After that, underline words in different paragraphs that show that Eliza wanted to inform others about her experiences.

- 1 When she was twenty-six, Eliza bought tickets to faraway Alaska. Few tourists had ever  been there. Eliza wrote reports for the newspapers back home. She loved sharing the fascinating things she saw, such as huge glaciers, spouting whales, and the native people. Eliza even wrote a book—the first guidebook about Alaska.
- 2 When Eliza went back to Washington, it wasn't long before she started thinking about traveling again. She decided to visit her older brother who was working in Japan. Eliza sailed across the ocean.
- 3 In Japan, she rode on trains, carriages, and bumpy rickshaws. She climbed mountains, ate strange foods, and visited ancient temples. Everything was so different! She studied Japanese art and learned to speak Japanese. She fell in love with Japan and its people.
- 4 Eliza especially loved Japanese gardens. Eliza's favorite plants, by far were the Japanese cherry trees. Eliza called them “the most beautiful thing in the world.” Thousands of the trees were planted in parks and along the riverbanks. When they bloomed, the trees became clouds of pink blossoms. As the petals drifted down, it was like pink snowfall. The Japanese people loved the cherry trees as their national symbol. Crowds gathered for picnics under the trees. People wrote poems and painted pictures to honor those *sakura*.
- 5 When Eliza came back home, she wrote a book about Japan. She wanted to share her love of Japan with other Americans. She wanted the nations of Japan and America to be friends.
- 6 Even though she was always thinking about her next journey, Eliza loved coming home to Washington, D.C. She was proud of America's growing capital and wanted it to look as beautiful as any city in the world.
- 7 She thought about the muddy land from a recent construction project in the swampy area around the riverbank. Eliza had a wonderful idea. She remembered the beautiful cherry trees in Japan. She thought, “That's what Washington needs!”
- 8 Eliza told the man in charge of the Washington parks about the wonderful cherry trees. She showed him photographs that she had taken. She told him about her plan to plant hundreds of cherry trees down by the water. He said no. He believed that they didn't need any different kind of tree in Washington.
- 9 But Eliza knew that sometimes when you have a good idea, you have to keep trying. So she waited. When a new parks man was hired, she told him about her good idea. He, too, said no.
- 10 Eliza kept traveling. She also met with friends who loved to travel. Some of these friends had started the National Geographic Society. The society was for people who wanted to learn more about the world.
- 11  Eliza was the first woman to have an important job there, and she helped the society grow. She wrote many articles and books. Eliza made more trips to Japan, Alaska, and Europe, and she explored India, China, Russia, and Java, an island of Indonesia.
- 12 Eliza also became a photographer. Not many women did that, either. She took pictures for the Smithsonian Institution and recorded people and places that Americans had never seen.
- 13 But Eliza didn't forget about the cherry trees, and she didn't give up. She kept trying for more than twenty years! Every time a new man was hired to be in charge of the parks department, Eliza went to tell him about her idea. Each one said no.

- 14 In 1909, William Howard Taft had just been elected president. Eliza had another good idea. She knew that sometimes people in politics could help get things done. She wrote a letter to the president's wife, Mrs. Taft. Eliza told Mrs. Taft about her plan to make Washington more beautiful with the lovely cherry trees. She was afraid the answer would be no again.
- 15 But Mrs. Taft loved the idea! With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.
- 16 Everyone was happily waiting for the trees to arrive. Eliza imagined the beautiful pink clouds of blossoms that would soon be blooming in Washington.
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- 18 Eliza was so disappointed. She was also afraid that the Japanese people would be offended. But the mayor of Tokyo said they understood. He even joked about George Washington chopping down a cherry tree.
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- 20 On March 27, 1912, there was a small ceremony at the planting of the first two cherry trees. Eliza watched as her longtime dream was finally coming true.
- 21 Over the years, the trees grew, and every spring, they bloomed. People began gathering to enjoy them and to celebrate their beauty, just like in Japan. Eliza was happy to see how they helped turn Washington, D.C., into one of the most beautiful cities in the world.

- Remind students that in order to earn 2 points for this item, they will need to get Part A right and all 3 pieces of evidence for Part B. If they only get Part A right, they will earn one point. If they get Part A wrong and Part B right, they will earn zero points.
- We were able to underline words that related to writing and sharing her experiences in paragraphs 5, 7, 8, 9, 12, 13, 14. Any two of these are correct.

3. Part A: Which statement best describes how the events in paragraphs 13 through 15 are related to each other?

- a. They explain how Washington, D.C., would change if cherry trees were planted around the city.
- b. They show that Eliza found a new way to get cherry trees planted in Washington, D.C.
- c. They compare the ways Eliza and Mrs. Taft tried to add beauty to Washington, D.C.
- d. They describe how Mr. Takamine gave Eliza the idea to bring cherry trees to Washington, D.C.

- In this question, students will need to identify the relationship of the events in a specific passage to one another. This is a fairly new type of task for students.
- First have students look at the answer choices to see what is meant by this question. They will see the words explain, show, compare, and describe. So we know that we want to use one of these words to describe how the events are related.
- Have students underline or highlight each event in these paragraphs.

- 13 But Eliza didn't forget about the cherry trees, and she didn't give up. She kept trying for more than twenty years! Every time a new man was hired to be in charge of the parks department, Eliza went to tell him about her idea. Each one said no.
- 14 In 1909, William Howard Taft had just been elected president. Eliza had another good idea. She knew that sometimes people in politics could help get things done. She wrote a letter to the president's wife, Mrs. Taft. Eliza told Mrs. Taft about her plan to make Washington more beautiful with the lovely cherry trees. She was afraid the answer would be no again.
- 15 But Mrs. Taft loved the idea! With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.

- Ask students to look at what they underlined. What do they show? (That with determination, anything is possible, that if you keep trying, you will someday succeed, etc.)
- Step through each answer choice to find the one that most closely relates to the relationship you identified.

- a. They explain how Washington, D.C., would change if cherry trees were planted around the city. **This does not characterize the relationship of the paragraphs; in fact, it does not describe this at all.**
- b. They show that Eliza found a new way to get cherry trees planted in Washington, D.C. **This is what Eliza did - no one would listen to her, so she appealed to the president's wife.**
- c. They compare the ways Eliza and Mrs. Taft tried to add beauty to Washington, D.C. **There is no comparison in these three paragraphs.**
- d. They describe how Mr. Takamine gave Eliza the idea to bring cherry trees to Washington, D.C. **While Mr. Takamine agrees to give Eliza the trees, this is not described in these three paragraphs.**

- Note for students that the exact wording of their description will probably not match the exact wording in an answer choice in a question like this. They will need to see which ideas match the best.

Part B Question: Which sentence from the article best supports the answer in Part A?

- “When they bloomed, the trees became clouds of pink blossoms.”
- “She kept trying for more than twenty years!”
- “She wrote a letter to the president's wife, Mrs. Taft.”
- “With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.”

For Part B, take each answer singly. Which sentence best shows the “new idea” Eliza had for getting the cherry trees planted in Washington DC?

- “When they bloomed, the trees became clouds of pink blossoms.” This sentence is not even in paragraphs 13-16, and does not provide support for the idea.
- “She kept trying for more than twenty years!” This shows Eliza's persistence, but not the new idea.
- “She wrote a letter to the president's wife, Mrs. Taft.” This is the new idea she had.
- “With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.” This is a detail that shows how the trees were sent over, not the new idea.

Based on this, the best answer is C.