

UCF Veterans Legacy Program Curricular Materials



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Lesson Title	English Language Development Q4.1 Assessment
Grade(s)	6-8
Time (Minutes/ Days)	45 minutes (1-2 class periods, depending on the time allotment and students)

Lesson Overview

This is an assessment given to students who are classified as English Language Learners, having up to one year in a school ESOL program, within the curriculum of an English Language Development class which aims to add to second language learner students English language development and skills.

Essential Questions

- What is the central idea of the text?
- How does the author structure the text?

Florida State Standards

ELA

- ELA.7.R.2.1- Explain how individual text sections and/or features convey a purpose in texts.
- ELA.7.R.2.2- Compare two or more central ideas and their development throughout a text.
- ELA.7.R.3.2- Paraphrase content from grade-level texts.

WIDA

- ELD-LA .6-8.Inform.Interpretive
 - Interpret informational texts in language arts by...
 - Identifying and/or summarizing central ideas
 - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
 - Evaluating cumulative impact and refinement of author's keyword choices throughout a text.
- ELD-LA .6-8.Inform.Expressive
 - Construct informational texts in language arts that...
 - Introduce and define the topic and/ or entity for the audience
 - Establish an objective or neutral stance

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- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout the text.

Required Materials

- Reading for assessment on National Cemeteries (See Below)
- Assessment (See Below)
- Answer Key (See Below)
 - Rubrics for the writing and speaking section.

Learning Objectives

Students will be able to demonstrate understanding and learning gains in the four domains of English Language Acquisition: listening, speaking, reading and writing.

Procedure

1. Provide students with a copy of the reading material for the assessment. (Below)
2. Allow students time to read and annotate the assessment to their understanding. Students should take notes before completing the assessment.
 - Annotation style is up to the teacher's discretion.
3. Give students enough time to complete Parts I-III.
 - a. Part III can be done either electronically via Google Docs, Canvas, Nearpod, or another online platform according to teacher preference, or it can be paper-based.
4. Complete Part IV: Speaking.
 - a. Complete the speaking portion of the exercise one-on-one either between teacher and student or the student and another student.

It might be helpful to print out a copy of the picture and have it ready for the student.

Teachers can grade on the spot in Performance Matters or Canvas once students give responses.

- b. Digital options to complete the speaking portion individually and independently include: Nearpod, FlipGrid, Microsoft Teams, or

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- Canvas Studio, where students can record their responses.
- i. Ensure that students have access to a digital copy of the picture and questions if a digital option is chosen.
5. Go over answers with students after they have completed the assessments. (Please use the Answer Key below).
- a. Options for review include:
 - i. [Four Corners](#) for the Multiple Choice
 - ii. [Gallery Walk](#) for the writing
 1. Use samples of student submissions as the basis for the galleries while students travel in groups to add ideas or make comments on submissions.
 2. Provide guidelines for civility on student comments on others' work.
 3. Consider having students take the opportunity to add to the work, and comment on what the student did well.

Additional Notes

1. *It is not recommended* to go over the speaking part with students as that has the potential to put newcomers outside of their comfort zone. Teachers must be cognizant and respectful of the silent period that ELL students experience while learning the language.
2. When participating in a gallery walk and using student work, please remember to *remove names* to avoid undue stress on students who are learning the language.
3. For help with creating assessments in Canvas or Nearpod, please reach out to your school-based instructional coach, or your instructional coach assigned to your school from the district. Your ESOL Compliance Specialist should be able to put you in contact with your instructional coach if you do not already know who that is.

Bibliography for Further Reading/Teacher/Student Use

"Four Corners," *Theteachertoolkit*, Accessed July 30, 2024,
<https://www.theteachertoolkit.com/index.php/tool/four-corners>.

"Gallery Walk" *Theteachertoolkit*, Accessed July 30, 2024,
<https://www.theteachertoolkit.com/index.php/tool/gallery-walk>.

"National Cemeteries- Hallowed Grounds." National Park Service. National Park Service,

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Accessed August 21, 2024.

<https://www.nps.gov/subjects/nationalcemeteries/index.htm>.

"National Cemetery Administration." US Department of Veterans Affairs,

<https://www.cem.va.gov/>.

English Language Development Assessment

CRM 4.1: Central Idea & Details

Part I: Vocabulary

Directions: Choose the best answer to the questions below.

1. Which of the following shows a soldier?



a.



b.



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c.

2. Soldiers work in the _____.
 - a. military
 - b. schools
 - c. courts
 - d. post office

3. The United States military has six _____.
 - a. parts
 - b. branches
 - c. offices
 - d. spaces

4. Working for the military is a job in the U.S. _____.
 - a. government
 - b. treasury
 - c. department
 - d. career



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5. Which of the following pictures are associated with the military?



a.



b.



c.



d.



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Part II: Comprehension

Directions: Read the following passage. Answer the questions that follow.

National Cemeteries in Florida

Cemeteries exist in almost every town or city. Their purpose is to serve as a final resting place for people who have passed on. Cemeteries are often set up so that anyone can be buried there, as long as they might belong to a specific religion, or they have managed to purchase a plot¹ of land for burial there. National Cemeteries, on the other hand, are different.

National Cemeteries are only open for burials of Veterans and their families. To be buried here, Veterans must serve a minimum period of time for their military branch or die on active duty. They have to leave the military on good terms².

Within the United States specifically, the government creates these cemeteries to serve as a place for honoring Veterans and the sacrifices³ that they have made. There are 155 National Cemeteries in the United States, with almost 5.3 million Veterans buried within them. A Veteran's family members, including husbands, wives, and children can also be buried in a National Cemetery, even in cases where they have died before their Veteran family member.

The perfect example of this would be the Saint Augustine National Cemetery, which is the oldest National Cemetery in the state of Florida, according to the U.S. Department of Veteran Affairs. Burials in St. Augustine National Cemetery started back in the year 1828. The location is close to the St. Francis Barracks and the Florida National Guard Headquarters. The cemetery itself has been closed to new burials since 1997, although there are burials that have been pre-arranged for family members of Veterans previously buried there. The last burial within the cemetery was in 2019.

Other National Cemeteries located in Florida include the Cape Canaveral National Cemetery and the Bay Pines National Cemetery. These are both different from the Saint Augustine National Cemetery as they are still designated as open for burials. The Bay Pines National Cemetery is open to



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cremations only and Cape Canaveral National Cemetery is open for regular burials.

Glossary:

1. **Plot:** a marked piece of land.
2. **Term:** a specific or limited period of time.
3. **Sacrifices:** giving up something for something or someone else.

1. What is the central idea of this article?
 - A. National Cemeteries are no longer open to the public in Florida except for one.
 - B. National Cemeteries in Florida exist to honor and remember Veterans who served in the military.
 - C. You need to be a Veteran serving in a major war to be buried in a National Cemetery.
 - D. National Cemeteries are hard to be buried within if you are not a Veteran.
2. Which detail from the text supports the idea that being buried in a national cemetery is important?
 - A. "National Cemeteries are only open for burials of Veterans and their families."
 - B. "The location is close to the St. Francis Barracks and the Florida National Guard Headquarters."
 - C. "There are currently 155 National Cemeteries in the United States, with almost 5.3 million Veterans buried within them."
 - D. "Within the United States specifically, the government has allowed for these Cemeteries to serve as a place for honoring Veterans and the sacrifices that they have made."



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3. How does the author structure the text?
 - A. The author structures the text as a description of national cemeteries and then provides examples to bring meaning to those descriptions.
 - B. The author structures the text as a compare and contrast of national cemeteries throughout the United States.
 - C. The author structures the text as a cause and effect, explaining the causes of veterans being able to be buried in national cemeteries.
 - D. The author structures the text as a sequence detailing the history of the Saint Augustine National Cemetery

 4. How could headings be used to help the reader understand the text?
 - A. Headings can be used to explain different details within the text.
 - B. Headings can be used to show the reader what is most important in each section.
 - C. Headings can be used to give the reader a preview about the overall topic of a section of text.
 - D. Headings can be used to clarify the vocabulary in the text.

 5. How does the author help the reader to understand the characteristics of a national cemetery?
 - A. The author provides specific examples from the Saint Augustine National Cemetery to explain some of the concepts described earlier in the text.
 - B. The author provides many different facts about the history of national cemeteries.
 - C. The author explains the importance of national cemeteries.
 - D. The author lists different national cemeteries in the area to show that they are worth learning about.
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Part III: Writing

Directions: Answer the following prompt using 3-4 sentences.

What are some of the key characteristics of national cemeteries?

Part IV: Speaking

Directions: Look at the picture below. Answer the questions that your teacher asks you about the picture.



Photo Credit: The U.S. Department of Veteran Affairs, National Cemetery Association

Questions:

1. What are two things you see in the picture?
2. What could the national cemetery be used for?
3. Why is having a national cemetery important?
4. What is one interesting fact you have learned about national cemeteries?



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Glossary:

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1. What is the central idea of this article?
 - A. National Cemeteries are no longer open to the public in Florida except for one.
 - B. National Cemeteries in Florida exist to honor and remember Veterans who served in the military.**
 - C. You need to be a Veteran serving in a major war to be buried in a National Cemetery.
 - D. National Cemeteries are hard to be buried within if you are not a Veteran.
2. Which detail from the text supports the idea that being buried in a national cemetery is important?
 - A. "National Cemeteries are only open for burials of Veterans and their families."
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 - C. "There are currently 155 National Cemeteries in the United States, with almost 5.3 million Veterans buried within them."
 - D. "Within the United States specifically, the government has allowed for these Cemeteries to serve as a place for honoring Veterans and the sacrifices that they have made."**
3. How does the author structure the text?
 - A. The author structures the text as a description of national cemeteries and then provides examples to bring meaning to those descriptions.**



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- B. The author structures the text as a compare and contrast of national cemeteries throughout the United States.
 - C. The author structures the text as a cause and effect, explaining the causes of veterans being able to be buried in national cemeteries.
 - D. The author structures the text as a sequence detailing the history of the Saint Augustine National Cemetery
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Part III: Writing

Directions: Answer the following prompt using 3-4 sentences.

What are some of the key characteristics of national cemeteries?

(Answers will vary here).

Writing Rubric

0	<ul style="list-style-type: none">• The student does not provide any response.• The student does not provide a response in English.
1	<ul style="list-style-type: none">• The student provides a basic response (i.e. one or two word responses).• Errors in grammar and syntax are present.
2	<ul style="list-style-type: none">• The student provides a satisfactory response (i.e. short phrases used).• Language and vocabulary are in simple terms.• Errors in grammar and syntax are present.
3	<ul style="list-style-type: none">• The student provides a sophisticated response (i.e. sentences are used).• Students use relevant vocabulary in writing.• Few errors with written grammar and syntax.
4	<ul style="list-style-type: none">• The student provides an exemplary response.• Students use specific vocabulary in writing.• Varied sentences are used.• Grammar and syntax are correct.



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Part IV: Speaking

Directions: Look at the picture below. Answer the questions that your teacher asks you about the picture.



Photo Credit: The U.S. Department of Veteran Affairs, National Cemetery Association

Questions:

1. What are two things you see in the picture? (Answers will vary depending on student level of English language proficiency.)
2. What could the national cemetery be used for? (Answers will vary depending on student level of English language proficiency.)
3. Why is having a national cemetery important? (Answers will vary depending on student level of English language proficiency.)
4. What is one interesting fact you have learned about national cemeteries? (Answers will vary depending on student level of English language proficiency.)



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Speaking Rubric

0	<ul style="list-style-type: none"> • The student does not provide any response. • The student does not provide a response in English.
1	<ul style="list-style-type: none"> • The student provides a basic response (i.e. one or two word responses). • Language and vocabulary are inaccurate. • Errors in grammar and syntax are present.
2	<ul style="list-style-type: none"> • The student provides a satisfactory response (i.e. short phrases used). • Language and vocabulary are in simple terms. • Errors in grammar and syntax are present.
3	<ul style="list-style-type: none"> • The student provides a sophisticated response (i.e. sentences are used). • Language and vocabulary are in the intermediate level for language acquisition. • Few errors with grammar and syntax.
4	<ul style="list-style-type: none"> • The student provides an exemplary response. • Language and vocabulary are above grade level. • Grammar and syntax are correct.

Assessment Scoring Guide

Speaking	<ul style="list-style-type: none"> • 16 points total • Possible 4 points maximum for each question.
Writing	<ul style="list-style-type: none"> • 1 question • Possible 4 points maximum
Vocabulary	<ul style="list-style-type: none"> • 5 questions total • 3 points per question • 15 points total
Comprehension	<ul style="list-style-type: none"> • 5 questions total • 3 points per question • 15 points total
Total Points	50



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