



GRADE 8 LITERACY:
FORENSIC ANTHROPOLOGY
SUPPORTS FOR ENGLISH
LANGUAGE LEARNERS

GRADE 8 LITERACY: FORENSIC ANTHROPOLOGY

Supports for ELLs

English Language Learners may be at different levels of English proficiency and may require multiple entry points into the unit lessons. Therefore, the following recommendations should be implemented by the teacher.

Pre-Reading Activities

- Pre-teach essential vocabulary and build background knowledge
 - a) Provide prefixes and corresponding Greek etymology clues, cognates
 - b) Provide a set of 4 pictures with context clues that can help build schema around the concept(s)
 - c) Provide a brief text (adapted with redundant/abundant information on the essential terms)
- Anticipatory Guide

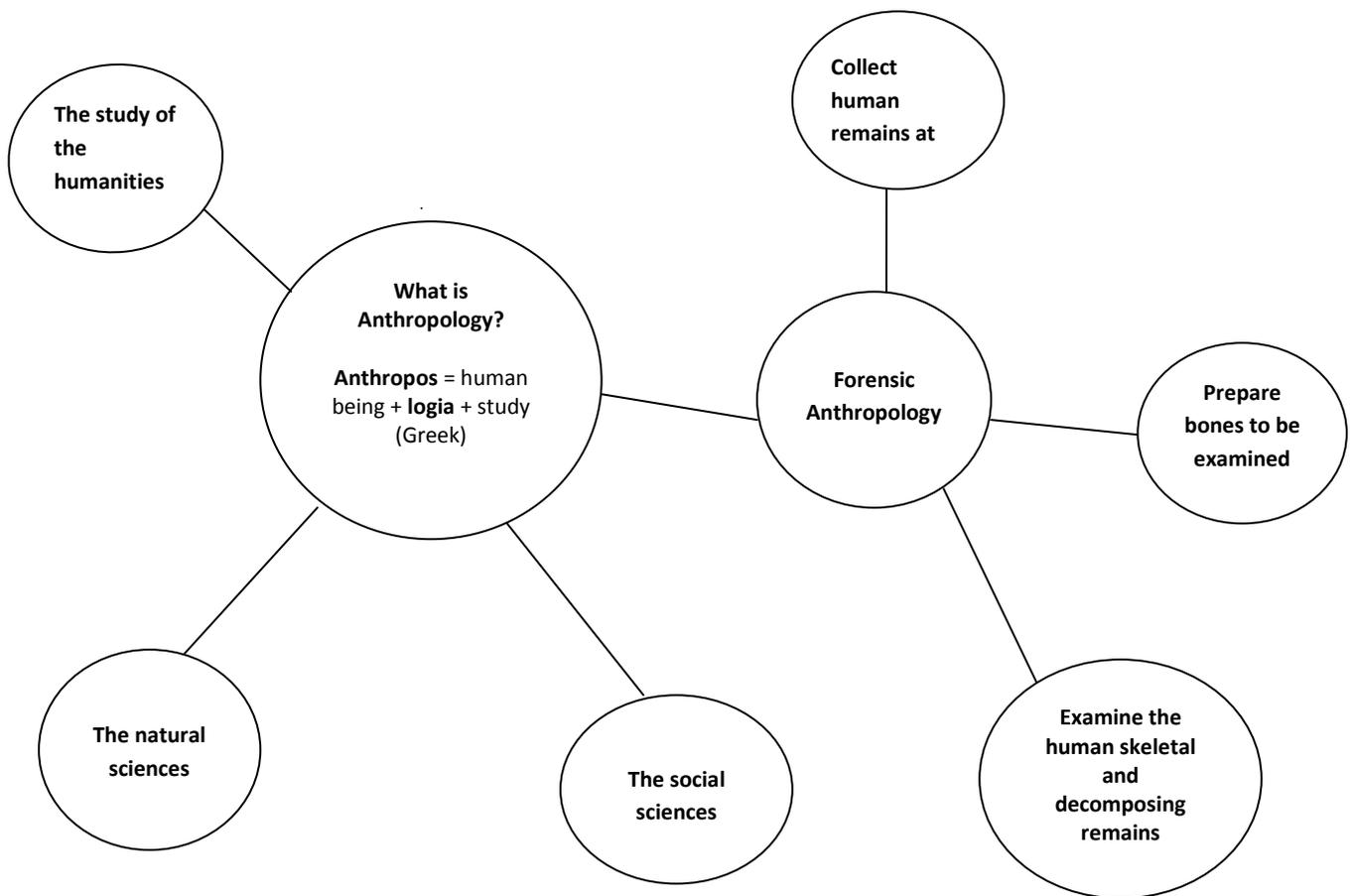
The Anticipatory Guide is used to prepare students for interacting with the text by activating their prior knowledge and building schema. Students will be directed to form groups of four. Distribute the Anticipatory Guide and ask students to place a checkmark under the column that best represents their opinions for each statement and provide at least one reason for their choices.

Anticipatory Guide					
STATEMENT	Your Opinion		Finding in Text		Evidence that Refutes Your Opinion
	AGREE	DISAGREE	SUPPORT	NO SUPPORT	If the text does not support your opinion, explain why not, in your own words
1. Forensic anthropologists conduct autopsies.					
2. The term <i>anthropology</i> comes from the Greek “anthropos.”					
3. Forensic anthropologists do not testify in court about victims’ identities or injuries.					

4. Forensic anthropologists perform DNA tests.					
5. Anthropology is a science.					

- Semantic Map

Brainstorming activity on anthropology and forensic anthropology: create a semantic map to include the theme and a sub-theme that helps further organize students' ideas. This may include phrases, sentences, questions and responses, captions, and images to explain the terms.



The K-W-L Plus (B-K-W-L-Q) graphic organizer should be completed individually first, and then shared within small groups.

During Reading Activities

- Preview Matrix (BIG FOX)

Teachers will direct students to interact with the text, to identify and familiarize themselves with nonfiction text structures. The BIG FOX may be too complex for ELLs to comprehend without prior scaffolding tasks. Therefore, provide the following accommodations for ELLs:

Text Features	Evidence from the Text	
Bold	List 2 to 3 words or phrases	
Italics	List 2 to 3 words or phrases	
Graphics	Describe any graphics (photos, drawings, charts, etc.)	
Facts	List 2 to 3 facts	
Opinions	List any opinions	
X marks the spot (the main point of the article)	Write the main point of the article.	

Direct the students to read the text with a focus, interact with the text, and complete the matrix. Students will identify selected text features and complete a matrix.

- Reading with a Focus Matrix

Focus Questions	Evidence from the text
What is the main idea of the text?	<hr/> <hr/> <hr/>
What are some supporting details?	<hr/> <hr/> <hr/>

Steps:

1. Individually complete the requested information in the notebooks
2. Share in groups of four in a Round Robin format
3. Reach consensus within the group and finalize a group chart

- Turn, Talk, and Write Discussions

This task can be modified into an Interacting with Text task, by including the questions listed after the reading (Parts I, II, and III) as focus questions during the reading. Part IV can be used as an extension activity after the reading.

Post-Reading Activities

- Collaborative Poster

A Collaborative Poster can be used to further extend the reading and the partner activity. In order to ensure that all students comprehend the essential meaning of the text, they can create collaborative posters. Each group of four students can be assigned one of the four texts (A, B, C or D). Students will create a Collaborative Poster in groups of four, using one quote, one original phrase, and one or more images to convey the essential concepts in the reading. Students will be directed to think individually on how they can represent the essential meaning of the text in a Collaborative Poster. All group members participate in creating the poster and prepare to present it to the class. Each student chooses a single color marker that will be exclusively used by this student to draw, write, and sign his/her name on the finished product. Students will view the Collaborative Poster rubric to set the expectations.

- Video Viewing Graphic Organizer

In order to support ELLs in completing the video viewing graphic organizer, the teacher may include the following:

1. Video watching: if available, ELLs can view the videos with closed captioning in English or in their native languages
2. Mini-lesson: Jargon and registers¹
3. Interacting with Video: Compare/Contrast Chart

- Compare/Contrast Chart

Compare/Contrast Charts are effective for ELLs because they help highlight central notions. Students complete a group chart listing advantages of presenting information via video vs. nonfiction article. They can work in groups of four. Two group members will focus on a nonfiction video and two on nonfiction articles. Students should first respond to the matrix questions individually, and then, share with their partners. They will reach consensus and enter the information in the chart. The two pairs will share with the group. They may use the information in the chart for a group discussion. The teacher may provide language models for comparison and contrast (e.g., *similarity*: also, in the same way, just as, similarly; *contrast*: but, however, on the contrary).

	Nonfiction video	Nonfiction articles
What are some key features?		
What are the advantages for presenting information?		

¹ Jargon refers to terminology that is specific to an activity, profession, or group; register refers to a variety of a language used for a particular purpose or in a particular social setting.

Dramatization:

- Collaborative dialogue writing

Students will be directed to write and enact a collaborative dialogue. Students in groups of four will write and perform collaborative dialogues to decipher the mystery surrounding Richard Cory’s death. Roles (e.g., Richard Cory, his best friend and business partner, his ex-wife, his butler and the people on the pavement) can be assigned or left to group members to decide. Group members will write and rehearse their parts of the scene. They will be directed to use 70% of the ideas from the text and 30% from their experience or imagination. Everybody will keep a copy of their own script. Teachers should encourage students to use props, appropriate intonation, gestures, etc. In order to set expectations and to guide performance, teachers should provide a role-playing rubric. Groups will stand up and perform in class.

Informative/Explanatory Essay Writing

- Pre-Writing Matrix

The Pre-Writing Matrix activity can be used as a jigsaw project to prepare students for the essay writing. Students can first work individually on one text in groups of four, and then share the information gathered for the piece they were working on with the other group members. Each group member will take turns sharing notes on their text until all four texts have been shared. The teacher will review students’ collective responses prior to using the information gathered for the informative/explanatory essay writing.

Texts	Central Idea	What is being investigated or studied?	Who is involved?	What is the result of the investigation/study?
What is Forensic Anthropology?				
Dead Men Talking				
Identifying the Victim				
Giving Faces to the Lost				

- Informative/Explanatory Essay

ELLs need specific guidance when approaching essay writing. They need to have models that they will be able to use as guides to promote their own writing. Writing needs to be presented to students with

multiple scaffolds to facilitate access to the ideas they develop, the intellectual strategies to be enhanced and/or developed, and the concrete language that is necessary to accomplish the essay writing task.

Prior to students writing a one to two page informative/explanatory essay on the topic of forensic anthropology, the following should be taught explicitly to students:

- Introduce the topic clearly and organize ideas, concepts, and information into broader categories.
- Develop the topic with relevant facts, definitions, concrete details, quotations and information.
- Use appropriate and varied transitions to create a clear and cohesive essay.
- Use precise language and specific vocabulary for the topic of forensic anthropology to inform readers and address the performance task requirements.
- Provide a concluding statement that supports and explains the information presented.