

Tennessee State Standards: CTE Writing Prompt and Literacy Close Reading Task
Organic Foods

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| Career Cluster | Agriculture, Food, & Natural Resources |
| Grade-Band | 7-8 |
| Texts | Text Complexity Analysis |
| <p>Title: “Organic food no more nutritious than conventionally grown food”</p> <p>Author: Stephanie Watson</p> <p>Citation/Publication Information: Watson, S. (2012, Sept. 5). “Organic food no more nutritious than conventionally grown food.” <i>Harvard Health Publications, Harvard Health Blog</i>. Retrieved July 15, 2013.</p> <p>Link: http://www.health.harvard.edu/blog/organic-food-no-more-nutritious-than-conventionally-grown-food-201209055264</p> | <p>Quantitative: Lexile: 1230</p> |
| | <p>Qualitative: This article provides students with information from a study released in the <i>Annals of Internal Medicine</i> described in a more conversational way. It includes challenging vocabulary, but the sentence structure within the text is not so difficult that students will lose focus while reading and provides enough syntactic variation to demonstrate varied writing style examples from which students can learn.</p> |
| | <p>Reader and Task: Students need to have a basic understanding of pesticides, bacteria, and certain nutrition vocabulary to grasp full meaning of points under consideration.</p> |
| <p>Title: “Organic food is still better than conventional food”</p> <p>Author: Sarah Toland</p> <p>Citation/Publication Information: Toland, S. (2012, Dec. 7). “Organic food is still better than conventional food.” <i>Men’s Journal</i>. Retrieved July 15, 2013.</p> <p>Link: http://www.mensjournal.com/health-fitness/nutrition/the-still-better-food-20121207</p> | <p>Quantitative: Lexile: 1310</p> |
| | <p>Qualitative: This article provides students with information from a study released by Stanford University described in a more conversational way. It includes some challenging vocabulary, paired with longer sentences. However, the text is explicit and easy to understand.</p> |
| | <p>Reader and Task: Students need to have a basic understanding of pesticides, bacteria, and certain nutrition vocabulary to grasp full meaning of points under consideration.</p> |

| TN State Standards ELA/Literacy addressed by task* | |
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| Strand | Grades 6-8 |
| TN Reading for Technical Subjects: Key Ideas and Details | <p>1. Cite specific textual evidence to support analysis of science and technical texts.</p> <p>2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> |
| TN Reading for Technical Subjects: Craft and Structure | <p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>.</p> <p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.*</p> |
| TN Reading for Technical Subjects: Integration of Knowledge and Ideas | <p>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.*</p> |
| TN Writing for Technical Subjects: Text Types and Purposes | <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiences, or technical processes.</p> <ul style="list-style-type: none"> a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style and objective tone. f) Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| TN Writing for Technical Subjects: Production and Distribution of Writing | <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*</p> |
| TN Writing for Technical Subjects: Research to Build and Present Knowledge | <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> |

| Tennessee CTE Standards addressed by task | |
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| Introduction to Agricultural Sciences | 1. Create an accurate summary of the importance of agriculture in daily life. Identify sources of different types of food and fiber products and depict them in a visual representation.* (TN Reading 2;TN Writing 8) |

* Standards noted with an asterisk (*) will only be covered if this activity is conducted as a longer form lesson and writing project. Other standards may be covered and/or assessed through using this activity as an assessment or writing prompt.

| What key insights should students take from these texts? | |
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| <ol style="list-style-type: none"> 1. Organic food is produced differently than conventional food. 2. There are documented advantages and disadvantages of organic foods. 3. There are documented advantages and disadvantages of conventionally produced foods. | |
| Text-Dependent Questions | |
| <ol style="list-style-type: none"> 1. What are the advantages/disadvantages of organic produce listed in the text(s)? 2. Summarize the findings of the Stanford University study referenced in both texts. 3. According to Stephanie Watson, what are some alternatives to purchasing organic foods? What “organic rationale” does each alternative align to? 4. Which “organic rationale” mentioned in Watson’s article does Sarah Toland argue is the main reason consumers want to purchase organic food? What evidence in the text led you to your conclusion? | |
| Writing Mode | Writing Prompt |
| Informative/Explanatory | Based on the two articles you have read, summarize in your own terms the advantages and disadvantages of buying organic foods. Be sure to cite evidence from the text to support your summary. |

Discussion: These texts could be explored orally and used to form the basic foundation of a lesson or series of lessons. Lexile scores are slightly higher than grade-band recommendations because of advanced vocabulary and longer sentences; however, the conventionality and organization of these texts should allow comfortable access for middle schools students. Close-reading questions should be developed in advance in order to drive student understanding of the material while also practicing reading skills. For information on how to develop questions for this type of discussion, visit http://www.tncore.org/english_language_arts/curricular_resources/text_dependent_questions.aspx.

Writing and/or Assessment: The writing prompt included can be either a constructed-response assessment or a longer-term writing assignment for students to develop and refine over time to gauge student understanding of agriculture content as well as reading and writing skills as outlined by the TN State Standards for English Language Arts in Technical Subjects. An appropriate writing rubric – such as those found at http://tncore.org/literacy_in_science_and_technology/assessment/scoring_resources.aspx – should be used to assess student work.

- **Assessment:** If using this material as an assessment, present both texts to students at once, and provide them with the prompt and materials to use to construct their response. This should be a timed exercise (for example, 60 minutes). Use this exercise as an assessment to measure student progress toward reading and writing expectations as well as content knowledge. This is a good primer activity for state assessments.
- **Task:** If using this material as a writing task, you may scaffold the texts with close readings and text-based questions to guide student exploration of the text(s). A culminating task of this lesson or sequence of lessons could be the writing prompt – either assigned in class, as homework, or as a report that is drafted and refined over time to build writing skills.

Scaffolding and support for special education students, English language learners, and struggling readers: Consider pre-teaching synonyms of difficult vocabulary words. Lower-level readers and ELL students can still be challenged without being overloaded with difficulty. This strategy can also be used to differentiate for stronger readers by introducing new, and more challenging, vocabulary. Struggling readers would also benefit from visual aids to illustrate many of the ideas presented. Pictures, diagrams, and charts alongside the text will go far to aide students as they dissect the article(s).

Note: Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. TDOE asks local districts to review these materials for social, ethnic, racial, religious, and gender bias before use in local schools.