Demystifying the NYSESLAT: Using NYS Resources to Align Instruction

FORDHAM UNIVERSITY
CENTER FOR EDUCATIONAL PARTNERSHIPS
NYS/NYC RBE-RN

Presenters: Abby Baruch, Diane Howitt and Sara Martinez
Participants will...

- Understand the design and intent of the new NYSESLAT
- Understand how language forms and functions drive planning for instruction of ELL students
- Utilize the NYSESLAT ToMs and Performance Level Descriptors to plan lessons using informational text
WHAT DO YOU KNOW ABOUT THE FORMAT OF THE NEW NYSESLAT?

TURN AND TALK: Be prepared to share out
List as much as you know about the NYESLAT format.
<table>
<thead>
<tr>
<th><strong>Features of the NYSESLAT: K-1</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Group/Individual</strong></td>
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</tbody>
</table>
| **LISTENING** | Group | 25 min. | • Reader reads the assessment to the students.  
• All answers: multiple choice with picture options  
• Students circle answers in test book  
• Task range: simple identification of pertinent information understanding elements of a brief story |
| **SPEAKING** | Individual | 20 min. | • Teacher instructs the student to look at pictures in test book and asks the student questions about the picture  
• The student speaks in response to the questions |
| **READING** | Group | 25 min. | • Teacher reads script to guide students through the reading assessment  
• All questions multiple choice with single letters, words, pictures as options  
• Tasks range from: identification of letters and sound to choosing answers to questions about stories that are a few sentences long  
• Students circle their answers in test books. |
| **WRITING** | Group | 15 min | • Teacher asks students to write:  
  a single word  
  a short, dictated sentence  
  a short description of the picture they see |
### FIVE FUNDAMENTAL SHIFTS THAT ARE FULLY ALIGNED WITH THE COMMON CORE LEARNING STANDARDS, THE BCCI AND THE NEW LANGUAGE ARTS PROGRESSIONS

<table>
<thead>
<tr>
<th>SHIFT</th>
<th>CHANGE</th>
<th>INSTRUCTIONAL IMPLICATIONS</th>
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</thead>
<tbody>
<tr>
<td>SHIFT 1</td>
<td>NYS Learning Standards via New Language Arts Progressions. Greater emphasis on academic context/language: Linguistic Demands</td>
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<td>SHIFT 2</td>
<td>Five English Language Proficiency Performance Levels</td>
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<td>SHIFT 3</td>
<td>Integrated Language skills/modalities using Global Themes</td>
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<td>SHIFT 4</td>
<td>Grade level Text Complexity</td>
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<td>SHIFT 5</td>
<td>Instructionally Relevant Academic Language</td>
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</table>
WHAT ARE TARGETS OF MEASUREMENT?

TARGETS OF MEASUREMENT (ToMs)

ToMs were developed as a guidance document to support teachers in planning instruction for the NYSESLAT

- **ToMs** are NYSESLAT specific
- **Goals** are grade-level goals and **modality driven**
- **ToMs** support teachers by providing a **road-map** for English language instruction for each grade and each level of proficiency
ToMS PROVIDE GUIDANCE ABOUT LANGUAGE

- **Linguistic Demands**
  - What are the goals for teaching to linguistic demands?
    - **Form** of language: kinds of sentences, conversation, letters, speech
    - **Function** of language: purpose, communicating information, reporting feelings and attitudes, using language to drive actions, commands or requests, comparing/contrasting
    - Language **objectives**
    - What **language is necessary** to ensure that students accomplish instructional goals?
Let’s take a look at an example of a ToM

- Refer to the handout “NYSESLAT Targets of Measurement”
  Look at the ToMs with a partner and jot down what you notice

- Each ToM contains the following:
  - A General Claim or Claims
  - An Anchor description of what the child can do at that grade level
  - A Target of Measure for each claim and anchor
  - The Language Purpose or Function that student should meet
  - The ELA construct: “I can…”
Turn and Talk

• To what are the ToMs aligned?
• What kind of guidance do they provide?
• How is this helpful for planning?
### TARGETS OF MEASUREMENT FOLLOW A CONSISTENT FORMAT BY GRADE LEVEL BAND AND MODALITY (LSRW)

#### EXAMPLE: Reading Grades 5-6

<table>
<thead>
<tr>
<th>Claim</th>
<th>Anchor</th>
<th>Target of Measurement</th>
<th>Language Purpose/Function/Characteristics</th>
</tr>
</thead>
</table>
| GENERAL CLAIM 1 | Students can determine information in a grade-level text. | ANCHOR 1  
Students can identify key narrative elements and central ideas in a grade-level text. | TOM.R.5–6.1  
Students can identify words, phrases, or sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text. | Identify, signal, or refer to:  
a character, an individual, or a subject  
the setting or a place  
the point of view  
an event or an action  
an idea, a concept, or a topic  
a main idea or a message |
| | | ANCHOR 2  
Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text. | TOM.R.5–6.2  
Students can identify words, phrases, or sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text. | Signal or describe:  
a key detail  
additional information  
a sequence of events or actions or a chronology of ideas  
a connection of ideas  
a cause and effect relationship  
a comparison or contrast of information  
a problem and solution relationship  
a conclusion |
| | | ANCHOR 3  
Students can determine the meaning of vocabulary in a grade-level text. | TOM.R.5–6.3  
Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary in a grade-level text. | Provide:  
a context clue to find meaning  
textual information to find meaning  
language imagery to find meaning |
### Reading 5-6 continued

**Claim**: Students can determine the development of ideas in grade-level texts.

<table>
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<th>Anchor</th>
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| **ANCHOR 4**
Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts. | **TOM.R.5–6.4**
Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, evidence, events, or a relationship. |

**Determine:**
- the development of a story or a topic (key details, ideas, facts, description, etc.)
- the development of details, characteristics, examples, or reasons
- the development of a sequence of events
- the development of a connection of ideas
- the development of a cause and effect relationship
- the development of a comparison or contrast of information
- the development of a problem and solution relationship

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| **ANCHOR 5**
Students can determine elements, connections, and topics that are established by text structures in grade-level texts | **TOM.R.5–6.5**
Students can identify significant elements, connections, relationships, and/or topics that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts. |

**Establish:**
- a significant element (idea, theme, character, event, etc.)
- a significant connection (between characters, ideas, events, etc.)
- a significant relationship (of characters, ideas, themes)
- a significant topic (theme, message, etc.)
## GENERAL CLAIM 1

**Students can determine information in a grade-level text.**

### ANCHOR 1

**Students can identify key narrative elements and central ideas in a grade-level text.**

**TOM.R.7–8.1**

Students can identify words, phrases, or sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.

**Language Purpose/Function/Characteristics**

- Indicate, signal, or refer to:
  - a character, an individual, a subject, or a topic
  - multiple points of view
  - the setting
  - an event or an action
  - evidence or information
  - a literary device
  - two or more main ideas
  - a message or a theme

### ANCHOR 2

**Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.**

**TOM.R.7–8.2**

Students can identify words, phrases, or sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.

**Signal or convey:**

- a key detail
- an opinion or a result
- a sequence of events or actions
- a chronology of ideas
- a cause and effect relationship
- a comparison or contrast of information
- a problem and solution relationship
- a conclusion

### ANCHOR 3

**Students can determine the meaning of vocabulary in a grade-level text.**

**TOM.R.7–8.3**

Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary and its impact in a grade-level text.

**Provide:**

- a context clue to find meaning
- textual information to find meaning
- language imagery to find meaning
- the impact of words in a text
### GENERAL CLAIM 2

**Claim:**
Students can determine the development of ideas in grade-level texts.

**Anchor:**
- **ANCHOR 4**
  - Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.

**Target of Measurement:**
- **TOM.R.7-8.4**
  - Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship.

**Language Purpose/Function/Characteristics:**
- **Determine:**
  - the development of a story or a topic (key details, characteristics, facts, description)
  - the development of a claim, reasons, evidence, or examples
  - the development of a connection between ideas
  - the development of a sequence of events
  - the development of a cause and effect relationship
  - the development of a comparison or contrast of information
  - the development of a problem and solution relationship
  - the development of an argument
  - the development of a theme or a message

**Anchor:**
- **ANCHOR 5**
  - Students can determine elements, connections, and topics that are established by text structures in grade-level texts.

**Target of Measurement:**
- **TOM.R.7-8.5**
  - Students can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.

**Establish:**
- a significant element (idea, character, event, etc.)
- a significant connection (between characters, ideas, events, etc.)
- a significant relationship (of characters, ideas, themes)
- a significant topic
- a significant theme
## GENERAL CLAIM 1
Students can determine information in a grade-level text.

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<td>ANCHOR 1</td>
<td>Students can identify key narrative elements and central ideas in a grade-level text.</td>
<td>TOM.R.9–12.1 Students can identify words, phrases, or sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.</td>
<td>Indicate, signal, or refer to: an aspect of an individual or an event multiple points of view a claim and evidence a rhetorical device a message or theme</td>
</tr>
<tr>
<td>ANCHOR 2</td>
<td>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</td>
<td>TOM.R.9–12.2 Students can identify words, phrases, or sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.</td>
<td>Signal or convey: a key detail an opinion, a reason, or a result a temporal marker or a manipulation of time a connection between or a comparison of elements a conclusion a refinement of an idea, a theme, or a message a relationship between elements or ideas (cause and effect, problem and solution) a transition between or a redirection of ideas</td>
</tr>
<tr>
<td>ANCHOR 3</td>
<td>Students can determine the meaning of vocabulary in a grade-level text.</td>
<td>TOM.R.9–12.3 Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary, including the cumulative meaning of words and phrases, and their impact in a grade-level text.</td>
<td>Provide: a context clue to find meaning textual information to find meaning language imagery to find meaning repeated words or phrases and their impact in a text</td>
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</tbody>
</table>
# TARGETS OF MEASUREMENT READING: GRADES 9-12

## Claim
**GENERAL CLAIM 2**
Students can determine the development of ideas in grade-level texts.

<table>
<thead>
<tr>
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</table>
| **ANCHOR 4**  
Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts. | **TOM.R.9–12.4**  
Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship. | **Determine:**  
the development of a story or a topic (key details, characteristics, facts, description)  
the development of a claim, evidence, or examples  
the development of an opinion and reasons  
the development of a connection between ideas  
the development of a sequence of events  
the development of a cause and effect relationship  
the development of a problem and solution relationship  
the development of a comparison or contrast of information  
the development of an argument and support  
the development of a theme or message |
| **ANCHOR 5**  
Students can determine elements, connections, and topics that are established by text structures in grade-level texts. | **TOM.R.9–12.5**  
Students can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts. | **Establish:**  
a significant element (idea, character, event, etc.)  
a significant connection (between characters, idea, events, etc.)  
a significant relationship (of characters, ideas, themes)  
a significant topic (facts, claims, evidence, reasoning)  
a significant theme or central message |
REFLECTING ON PRACTICE

How will you use ToMs in your classroom to target instruction?

- **What is the purpose of the ToMs?**
  - To help identify the language targets measured by the NYSESLAT

- **How do the ToMs support teachers?**
  - By identifying the language focus when preparing a lesson
  - By listing the various language forms and functions of language use during the lesson
  - To aid in the writing of language objectives

- **What is an example of an “anchor statement”? (students can...)**

- **How is each anchor related to the Claim? (students can...)**
WHAT ARE PLDs: PERFORMANCE LEVEL DESCRIPTORS?

PLDs describe what a student can do at each level of language proficiency.
LET’S LOOK AT AN EXEMPLAR OF A PLD

Partner activity: use the PLD handout

• What do you notice about the Performance Level Descriptors?

• How are the ToMs aligned with the PLDs?

• How is this tool helpful in designing lessons?

Be prepared to share out
### 2016 READING Performance Level Descriptions – Grades 5–6

<table>
<thead>
<tr>
<th>GENERAL CLAIM 1</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
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<tbody>
<tr>
<td><strong>Anchor 1</strong></td>
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<tr>
<td>Students can identify key narrative elements and central ideas in a grade-level text.</td>
<td>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.</td>
<td>Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.</td>
<td>Student can, with limited support, identify most words, phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.</td>
<td>Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.</td>
<td>Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.</td>
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<tr>
<td><strong>Target of Measurement 1</strong></td>
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<tr>
<td>Students can identify words, phrases, or sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.</td>
<td>Student may determine the literal meaning of some Tier 1 words in a grade-level text.</td>
<td>Student can determine the literal meaning of some Tier 1 words in a grade-level text.</td>
<td>Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in a grade-level text.</td>
<td>Student can determine most of the literal and figurative or connotative meanings of Tier 1 and Tier 2 words in a grade-level text.</td>
<td>Student can determine most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words in a grade-level text.</td>
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<tr>
<td><strong>Anchor 2</strong></td>
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<tr>
<td>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</td>
<td>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.</td>
<td>Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.</td>
<td>Student can, with limited support, identify most words, phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.</td>
<td>Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.</td>
<td>Student can identify a variety of simple, expanded, or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.</td>
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<td><strong>Target of Measurement 2</strong></td>
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<td>Students can identify words, phrases, or sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.</td>
<td>Student may determine the literal meaning of some Tier 1 words in a grade-level text.</td>
<td>Student can determine the literal meaning of some Tier 1 words in a grade-level text.</td>
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<td>Students can determine the meaning of vocabulary in a grade-level text.</td>
<td>Student may determine the figurative or connotative meaning of Tier 1 and Tier 2 vocabulary in a grade-level text.</td>
<td>Student can determine the figurative or connotative meaning of Tier 1 and Tier 2 vocabulary in a grade-level text.</td>
<td>Student can determine most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 vocabulary in a grade-level text.</td>
<td>Student can determine most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 vocabulary in a grade-level text.</td>
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<td>GENERAL CLAIM 2</td>
<td>Students can determine the development of ideas in grade-level texts.</td>
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</tbody>
</table>

**Entering**

- Anchor 4: Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.

- Not applicable for this performance level.

**Emerging**

- Student can, with moderate support, identify some words, phrases, or a few simple sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.

**Transitioning**

- Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.

**Expanding**

- Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.

**Commanding**

- Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.

**Target of Measurement 4**

Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, evidence, events, or a relationship.

- Anchor 5: Students can determine elements, connections, and topics that are established by text structures in grade-level texts.

- Not applicable for this performance level.

**Target of Measurement 5**

Students can identify significant elements, connections, relationships, and/or topics that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.

- Student can identify significant elements, connections, relationships, and/or topics that are established by text structures (some words, phrases, or a few simple sentences that work together to determine elements, connections, and topics) in grade-level texts.

- Student can identify significant elements, connections, relationships, and/or topics that are established by text structures (phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.

- Student can identify significant elements, connections, relationships, and/or topics that are established by text structures (simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.

- Student can identify significant elements, connections, relationships, and/or topics that are established by text structures (a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
## PERFORMANCE LEVEL DESCRIPTORS READING: 9-12

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<td>Students can identify key narrative elements and central ideas in a grade-level text.</td>
<td>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.</td>
<td>Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.</td>
<td>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.</td>
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<td>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.</td>
<td>Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.</td>
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<td>Student can identify a variety of simple, expanded, or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.</td>
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<td>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.</td>
<td>Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.</td>
<td>Student can identify a variety of simple, expanded, or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.</td>
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<td><strong>Anchor 3</strong></td>
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<td>Students can determine the meaning of vocabulary in a grade-level text.</td>
<td>Student may determine the literal meaning of some Tier 1 words and their impact in a grade-level text.</td>
<td>Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.</td>
<td>Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text.</td>
<td>Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text.</td>
<td>Student can determine most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text.</td>
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<td>Anchor 4</td>
<td>Anchor 5</td>
<td>Target of Measurement 4</td>
<td>Target of Measurement 5</td>
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<td>Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.</td>
<td>Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</td>
<td>Not applicable for this performance level.</td>
<td>Not applicable for this performance level.</td>
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<td>Target of Measurement 4</td>
<td>Students can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.</td>
<td>Students can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.</td>
<td>Students can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.</td>
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<td>Students can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.</td>
<td>Students can determine the development of ideas in grade-level texts.</td>
<td>Students can determine the development of ideas in grade-level texts.</td>
<td>Students can determine the development of ideas in grade-level texts.</td>
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Share out...

What is provided on the PLDs?
The NYSESLAT is theme-based in all modalities

Reading selections:

- Grades 1-2: Learning About Leaves
- Grades 3-4: Magnets
- Grades 5-6: Carolus Linnaeus
- Grades 9-12: Bangkok (Krung Thep), Thailand’s History

See Handouts
PLANNING LESSONS USING THE TOMS

1. Read the entire text.
2. Decide what the reading focus will be.
3. Look at the Targets of Measurement for Reading.
   • Read the General claims. NOW decide which general claim & which anchor will give you the language objective.
4. Select the section to be read.
5. Ask questions.
6. And then re-read the short section.
7. Refer to the 5 structures of informational text handout for the key vocabulary or words that signal each text structure. (handout)
8. How would you write the Language Objective in your lesson plan?
9. Refer to the Reading PLD for differentiation or levels.
10. Discuss different types of scaffolding depending on language level.
PARTNER ACTIVITY

• Work with a grade level partner and share the same nonfiction text.

• Use the PLDs to differentiate your lesson for students at each of the proficiency levels.

Share out
<table>
<thead>
<tr>
<th>Text Selection/Grade Level</th>
<th>Language Proficiency Level Target</th>
<th>Language Objective (Form, Function, or Characteristic)</th>
<th>Content Objective</th>
<th>Performance Level Descriptor</th>
<th>Text Dependent Questions: Cite/provide evidence Make inferences from text</th>
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REFLECTION

• What will you take away from today’s session that will support language development and prepare your ELL students for the NYSESLAT?
NYS/NYC RBE-RN EVENTS at FORDHAM UNIVERSITY

– NYS/NYC TEACHER INSTITUTE: CO-TEACHING
  • January 30, 2017
– Dual Language Institute
  • February 17, 2017

PLEASE COMPLETE EVALUATIONS