Getting to Know Our ELL Population-PS 214

USING NYSESLAT DATA TO INFORM OUR INSTRUCTION
Session objectives

- Teachers will be able to analyze their NYSESLAT data to embed all four modalities of the NYSESLAT into their lessons.
- Teachers will be exposed to the Targets of Measurements and Performance Level Descriptions to embed all four modalities of the NYSESLAT into their lessons.
- Teachers will learn at least three high level strategies to embed all four modalities of the NYSESLAT into their lessons.
NYSESLAT RESULTS

Looking at the an example of NYSESLAT results for grade 1 determine the following:

- Look at the information on the results. What information is it giving you?
- Look at the modalities-listening, speaking, reading, writing- scale scores

The highest that a student can receive is 90. Select one student. Look across the modalities.

Where is the student doing well?
How far are they from meeting the target of 90?
What does this mean in planning a lesson?
What can an ELL student do at each proficiency level?

- Looking at the NYSESLAT Performance Level Descriptors-PLD’s review the information:
  - What information is it giving you? 5 proficiency levels
  - Read under each proficiency level: Entering, Emerging, Transitioning, Expanding and Commanding (at commanding level students exit). What did you notice is the difference as you go from one proficiency level to the next?
How can you use Targets of Measurement (ToMs)?

- Look at the grade sample given to you. What information does this tool give you.
- Look at the last column-language objectives
- **NYSESLAT Targets of Measurement: Listening**
- **NYSESLAT Targets of Measurement: Reading**
- **NYSESLAT Targets of Measurement: Writing**
- **NYSESLAT Targets of Measurement: Speaking**
Language Objectives using the ToMs

- Have teachers write language objectives for a specific text they are going to work with.
Integrating modalities in literacy lessons for ELLs

- Listening
- Speaking
- Reading
- Writing

ALL modalities should be integrated in a lesson for ELLs. Learning to speak and experience a new language cannot be in isolation.
The Picture Word Inductive Model (PWIM) is an inquiry based language arts strategy that uses pictures of familiar objects or actions to elicit words from student’s listening and speaking vocabularies. The PWIM is designed to teach reading, writing, and the language system.
What Are Inuit People?

- Arctic
- Kid
- Son
- Inuit
- Houses
- Face
- Boat
- House
- Huskies
- Man
- Standing
- Dogs
- Sled
- Rope
- Wood
- Pelt
- Daughter
- Blood
- Kamik
- Hunting
Steps of the PWIM

1. Select a picture.

2. Ask students to identify what they see in the picture.

3. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)

4. Read and review the picture word chart aloud.

5. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.

6. Read and review the picture word chart (say the word, spell it, and say it again).

7. Add words, if desired, to the picture word chart and to the word banks.

8. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.

9. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.

10. Read and review the sentences and paragraphs.
# Listening - 5 W's

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<tbody>
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<td>What?</td>
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<td>Where?</td>
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<td>Why?</td>
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<td>How?</td>
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Free Printables For K-12 Education: www.STUDENTHANDOUTS.com
Speaking—Sentence Starters

Expressing an Opinion
- Predicting: I think/believe that . . .
- I guess/predict/imagine that . . .
- It seems to me that . . .
- Based on . . ., I infer that . . .
- In my opinion . . .
- I hypothesize that . . .

Asking for Clarification
- Paraphrasing: What do you mean?  
- So you are saying that . . .
- Will you explain that again?  
- In other words, you think . . .
- I have a question about that.  
- What I hear you saying is . . .

Soliciting a Response
- Acknowledging Ideas: What do you think?  
- My idea is similar to/related to . . .
- We haven’t heard from you yet.  
- ____’s idea. Do you agree?  
- I agree with (a person) that . . .
- What answer did you get?  
- My idea builds upon ____’s idea.

Reporting a partner’s idea
- Partner and Group Reporting: ______ indicated that . . .
- We decided/agreed that . . .
- ______ clarified that. . .
- We concluded that . . .
- ______ pointed out to me that . . .
- Our group sees it differently. ___ emphasized that . . .
- We had a different approach