FORDHAM UNIVERSITY

THE JESUIT UNIVERSITY OF NEW YORK

Graduate School of Education, Virginia Roach, Ed.D., Dean
Center for Educational Partnerships, Dr. Anita Vazquez -Batisti, Ph.D. , Associate Dean/Director

The NYC RBE–RN @ Fordham University Professional Newsletter – Winter'17 Issue

The New York State English as a Second Language Achievement Test, or the NYSESLAT as we know it, demonstrates the efforts of the New York State Education Department to offer an English language assessment that is consistent with the Common Core and latest research in second language acquisition.

In this issue, the NYC RBE-RN team provides insights that administrators and teachers of English Language Learners (ELLs) can implement when preparing instruction for students. We address critical questions including:: what are *linguistic demands, language functions, language forms, Targets of Measurements (ToMs)* and, *how do I incorporate these elements into my teaching plans?* The issue includes articles that offer an in-depth view of the NYSESLAT modalities, and classroom centered examples to provide teachers with clear guidance.

The NYS Education Department provides teachers detailed and user-friendly planning guides to help the field embed workable linguistic strategies into daily instruction. We trust that the articles in this newsletter will clarify questions you have about the modalities, as well as content, and objectives. Engageny.org offers resources and materials that may prove useful. This website provides copies of the Targets of Measurements (ToMs), Performance Level Descriptors (PLDs) for all grade levels and modalities), NYSESLAT test samples and guidance on lesson planning.

The primary objective of the NYC Regional Bilingual Education Resource Network (RBE-RN) at Fordham University Graduate School of Education and the Center for Educational Partnerships is to assist schools across all five boroughs in creating professional learning communities centered on the education of ELLs. Please do not hesitate to contact us if you need additional support in your efforts to better serve the English Language Learners in your school.

Visit our website for more information
on Regional Professional Development,
training and classroom resources:
www.fordham.edu/rbern

NYC RBE–RN TEAM

Eva Garcia, **Executive Director**

Resource Specialists:
Abby Baruch, Sara Martinez,
Elsie Cardona-Berardinelli,
Aileen Colón, Diane Howitt,
Deirdre Danaher,
Alejandro Caycedo,
Roser Salavert. Ed.D.

Administrative Assistant:
Sarai Salazar

Editors
Roser Salavert & Eva Garcia

Do Not Overlook the Importance
of the NYSESLAT!!

Dr. Anita Vazquez Batisti

Dear Colleagues,

The spring often becomes a stressful time for both teachers and students preparing for the English Language Arts and Mathematics tests. Teachers of English Language Learners are also preparing their students for the NYSESLAT. As we know, the NYSESLAT's goal is to accurately assess what English Learners can do at each level of proficiency.

The NYC RBE-RN staff has put considerable time and thought into dedicating this issue of our newsletter to providing valuable resource information, strategies and insights that teachers of English Language Learners can immediately implement, from an overview to exactly what the NYSESLAT measures, where resources can be found, and managing stress.

It is important to keep in mind that the test provides teachers with supports that can be used as a guide for differentiated instruction to better help their English Learners. We encourage you to use these resources as you prepare for this spring test.

As always, the NYC Regional Bilingual Education Resource Network (RBE-RN) at Fordham University's Graduate School of Education and the Center for Educational Partnerships are here to assist you.

Warm Regards,

Anita Vazquez Batisti, Ph.D
Associate Dean
Fordham University
Graduate School of Education

SERVING
ENGLISH LANGUAGE LEARNERS
OVER A DECADE

We are, first and foremost, a group of scholars and practitioners who are committed to applying cutting-edge research. We are dedicated to applying that research in the service of K-12 students, teachers, administrators, and parents, as well as to education and government agencies to enable all children to achieve and succeed academically.

Under the direction of Anita Vazquez-Batisti, PhD, Associate Dean for Partnerships, we have grown rapidly, forging partnerships with the New York City Department of Education and the New York State Education Department. The center has a myriad of grant projects that serve of all New York city and the greater metropolitan area.
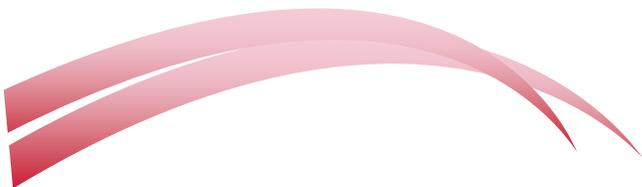
The New York State English as a Second Language Achievement Test (NYSESLAT)

By Diane Howitt and Eva Garcia

New York State has been in the forefront of program development for English Learners. Per federal requirements, the State must annually assess English learners. Accordingly, the State developed a high stakes and fair assessment for ELLs (NYSESLAT) that is aligned with the CCLS and that effectively measures student linguistic growth and progress as students move through the five levels of language proficiency.

What does the NYSESLAT measure?

The NYSESLAT was expressly developed to address the four modalities of **listening**, **speaking**, **reading**, **writing** that are foundational to language development, and to the advancement of competency, fluency and literacy in English. These four modalities are connected to discrete forms of language skills that one must develop to achieve fluency. They are linked to *receptive* and *productive* language. *Receptive* skills are those necessary to understanding when one listens and reads. An individual *receives* language and decodes the meaning in order to understand a message. Productive skills are linked to speaking and writing. Language that has been acquired is used to *produce* a message through speech or written text. Receptive and productive language develop in tandem with one another, although research has shown that receptive language arises sooner.

Which are its unique characteristics?

The NYSESLAT examination focuses on *linguistic demands* that one must master to develop competency in English. These linguistic demands include teaching to language *form* and *function*. Language *form* comprises its structure, as in types of sentences used (declarative, interrogatory, imperative, and exclamatory) and the method of sharing information (e.g., conversation, letter, briefing, speech, narrative, etc.). Language *function* represents its purpose, its use, and what language does. These include the following: communicating information, such as facts; reporting feelings or attitudes, or evoking these feelings in the reader/listener; using language to cause or prevent actions, such as in commands or requests.

The NYSESLAT's goal is to accurately assess what an English learner can do at each level of proficiency: **entering, emerging, transitioning, expanding** and **commanding.** The test design is *theme-based* in all four modalities. The test provides teachers with important supports that provide a roadmap for the instruction of English learners. Teachers of English learners can utilize them to strengthen lesson planning.

Why do I need the Targets of Measurements (ToMS)?

The Targets of Measurements ToMs) are one of those supports unique to the NYSESLAT designed to provide teachers with explicit guidance for instructional planning. ToMs are aligned with the CCLS and to the language progressions. In short, the Targets of Measurement help the teacher identify the language targets measured by the NYSESLAT. There is a ToM for each modality (L, R, and S, W) and each grade band level. Each Target of Measurement provides a list of the various language forms and functions of language that the child will be required to master. ToMs are especially useful as an aid in writing language objectives. Please refer to the detailed Language Purpose and Language Functions on pages 4-6 when planning with the Targets of Measurements.

How do I plan with the Performance Level Descriptors or PLDs?

In addition to the ToMs, the NYSESLAT provides teachers with another instrument known as Performance Level Descriptors (PLDs). The NYSESLAT Performance Level Descriptions link the Targets of Measurement to what ELLs should be able to do at each performance level and for each task. Like the ToMs, the PLDs are written for each modality (L, S and R, W) and grade band. Each PLD provides information on the corresponding Target of Measurement and provides student "can do's" correlated to each of the five levels of language proficiency. These documents offer teachers a comprehensive guide for the development of differentiated and scaffolded lesson plans that focus on language proficiency targets, and access to grade level subject matter.

Where can I find samples and resources?

Find copies of the ToMs, PLDs (all grade levels, all modalities), test samples and information on lesson planning on *EngageNY.org,* Also for more information and updates, please check the NY State Office of Bilingual Education and World Languages (OBE-WL) web site at *http://www.nysed.gov/program-offices/office-bilingual-education-and-world-languages-obewl*

NYSESLAT PLANNING with ToMS: Language Purpose & Function

Listening	Speaking	Reading	Writing

In Kindergarten , Children:

Listening

Listen to identify / refer to:

- a character or an individual
- the setting
- an event or an action
- a feeling
- a narrator
- a main idea

Listen and can signal or describe:

- a key detail
- a sequence of events
- a comparison or contrast of information
- a cause or an effect

Listen and can provide:

- a context clue to find meaning

Listen and determine the development of:

- a story
- a character
- a description
- a sequence of events

Speaking

Speak using grade-appropriate:

- phrases and words;
- short/simple sentences;
- question words (e.g., who, what, where, when, why, how);
- frequently occurring nouns (including regular plural nouns) and verbs (including regular verbs); pronouns; and/or prepositions (e.g., to, from, in, out, on, off, for, of, by, with)

Relate to others by:

- contributing to conversations
- eliciting an exchange with peers and adults
- asking and answering questions about relevant information

Express their ideas by:

- describing people, places, things, events
- naming a book and identifying details
- retelling a story

Reading

Read and recognize / distinguish:

- the letters of the alphabet
- Initial sounds in a three phoneme or CVC (consonant-vowel-consonant) word
- final sounds in a three-phoneme or CVC word
- the primary sound, or most frequent sound –including those particularly challenging for ELLs (e.g., "h")

Read and can use context clues to:

- determine the meaning of new words
- Interpret visuals for meaning

Writing

Write:

- letters of the alphabet
- high-frequency, grade-level words
- simple (s + v) sentences

Write and can provide /describe:

- an individual, an event, a place, or an object
- a feeling or a reaction
- one or more events (in order) an opinion
- information on a topic

In Grades 1 and 2, Children:

Listening

Listen to identify/refer to:

- a character or an individual
- the setting or place
- an event or an action
- a feeling or a narrator
- a topic, or a main idea

Listen and can provide:

- key details
- a sequence of events
- a comparison or contrast of information
- a cause or an effect
- a reason given by an author

Listen and can provide:

- a context clue or textual information to find meaning

Listen and determine the development of:

- a story or a topic, or character
- a sequence of events or actions
- a comparison and contrast relationship, cause and effect, and/or comparisons between characters or ideas.

Speaking

Speak using grade-appropriate:

- words, common articles and pronouns, simple and compound sentences;
- question words and conjunctions, adjectives and prepositions
- frequently occurring nouns and verbs (including irregular nouns and reflexive verbs)
- conjunctions such as and, *but, or, so, because*

Relate to others by:

- contributing to conversations
- eliciting an exchange with peers and adults
- asking and answering questions about relevant information

Express their ideas by:

- describing people, places, things, events
- identifying details and facts
- retelling stories
- introducing a topic
- sharing their opinion
- Identifying key information

Reading

Read and identify or refer to:

- characters, setting, or place
- an event, a subject/topic
- compare and contrast, cause and effect

Read and can provide:

- key details
- a sequence of events
- a comparison or contrast of information
- a cause or an effect
- a reason given by an author

Read and can provide:

- context clues or textual information to find meaning

Read and determine the development of:

- a story or a topic, or character
- a sequence of events or actions
- a comparison and contrast relationship, cause and effect, and/or comparisons between characters or ideas.

Writing

Write and produce:

- a brief introduction
- a complete thought or idea

Write and provide/describe:

- an individual, an event, a palce or an object
- a feeling or a reaction
- relevant details for description

Write and produce/develop:

- details for a description
- two or more events in order
- an opinion about a topic
- a reason for an opinion
- facts or information about a topic

Listening	Speaking	Reading	Writing
In Grades 3 and 4, Students:			

Listening — Listen to identify / refer to:
- a character, an individual, a setting, or a place
- the point of view or feeling
- an event, action or steps in a process
- an idea, a concept or a topic
- a main idea, or a message

Listen and can signal or describe:
- a key detail, the motivation of a character or an individual
- a sequence of events or a chronology , and a connection between characters or ideas
- a cause and effect relationship, and/or the relation ship between a problem-solution

Read and can provide:
- context clues or textual information to find meaning

Listen and determine:
- the development of story , and/or a sequence of events
- the relationship between problem and solution, or
- how a character contributes

Speaking — Relate to others by:
- contributing to conversations
- asking questions about relevant information

Express what they think or feel by:
- describing characters, settings people, places, things, events
- conveying relevant details
- retelling a story in sequence
- providing additional details, examples, or facts
- report on a topic with descriptive details
- giving an opinion and provide a reason for it

Reading — Read and identify or refer to:
- characters, setting, place, events, or a subject/topic
- the point of view or feeling
- an event, action or steps in a process
- an idea, a concept or a topic
- a main idea, or a message

Read and can signal or describe:
- a key detail, the motivation of a character or an individual
- a sequence of events or a chronology , and a connection between characters or ideas
- a cause and effect relationship, and/or the relation ship between a problem - solution

Read and can provide:
- context clues or textual information to find meaning

Read and determine:
- the development of story , and/or a sequence of events
- the relationship between problem and solution, or
- how a character contributes to events

Writing — Write and produce:
- an introduction
- a complete thought or idea linking words to develop ideas

Write and provide/describe:
- an individual, an event, a place or an idea
- relevant details for description
- relevant details and facts
- grade-level Tier 2 words tp explain ideas or facts

Write and produce/develop:
- narrative elements (narrator, characters, settings, situation)
- details for a description
- Two or more events sequentially
- a relevant information or facts that support a topic
- reasons linked to an opinion

In Grades 5 and 6, Students:			

Listening — Listen to identify/refer to:
- a character, an individual the setting, or place
- a point of view of or a feeling
- an event, action or steps in a process
- an idea, a concept or a topic

Listen and can provide:
- a key detail, the motivation of a character or an individual
- a sequence of events or a chronology , and a connection between characters or ideas
- a cause and effect relationship, and/or the relation ship between a problem-solution

Listen and can provide:
- a context clue or textual information to find meaning

Listen and determine:
- the development of story , and/or a sequence of events
- the relationship between problem and solution, or
- how a character contributes to events

Speaking — Use grade-appropriate words and grammatical expressions to:
- contribute to a conversation, ask questions about relevant information and/or to clarify it
- describe characters, settings and situations, convey details, and/or retell a story in sequence
- frequently occurring nouns and verbs (including irregular nouns and reflexive verbs)
- report on a topic with descriptive details
- express an opinion or a claim and support it

Reading — Read to identify/refer to:
- a character, an individual the setting, or place
- a point of view of or a feeling
- an event, action or steps in a process
- an idea, a concept or a topic

Read to signal and /or describe:
- a key detail, the motivation of a character or an individual
- a sequence of events or a chronology , and a connection between characters or ideas
- a cause and effect relationship, and/or the relation ship between a problem-solution

Read and provide:
- a context clue or textual information to find meaning

Read to determine and establish:
- the development of story , and/or a sequence of events
- the relationship between problem and solution, or
- significant connections between topics, characters, ideas, and relationships.

Writing — Write and produce:
- a clear introduction or logical orientation of ideas, with linking words or phrases to connect and develop ideas
- Concluding words or phrases

Write and provide/describe:
- an individual, an event, a place or an idea precisely with details
- using grade-level Tier 2 words

Write to establish/develop:
- narrative elements (narrators, settings, characters, events)
- descriptive details to create precise images
- transitions between sequential events and the conclusion

Write to produce/develop:
- relevant information, facts, or examples about a topic
- supportive ideas from a text
- logical transitions between ideas; a logical sequences of information to close a topic or narrative.

Listening	Speaking	Reading	Writing
In Grades 7 and 8, Students:			

Listening

Listen to identify / refer to:
- a character, an individual, a setting, or a topic
- multiple points of view, feelings, evidence, and ideas
- a literary device, or genre

Listen and provide:
- key details, opinions or results; a sequence of events or a chronology, and a connection between characters or ideas
- a cause and effect relationship, and/or the relation between a problem-solution, a conclusion

Listen and provide:
- a context clue or textual information to find meaning

Listen and determine:
- the development of story, and/or a sequence of events
- the relationship between problem and solution, or
- the development of an argument, or the development of a message

Speaking

Relate to others by:
- contributing to conversations
- asking questions about relevant information
- clarifying relevant information
- reflecting and paraphrasing

Express what they think or feel by:
- describing characters, settings people, places, things, events
- conveying relevant details
- retelling a story in sequence
- providing additional details, examples, or facts
- report on a topic with descriptive details
- giving an opinion and provide a reason for it
- interpreting facts and evidence
- using transitions when presenting their points
- conveying reliability or information, or evidence presented

Reading

Read and identify or refer to:
- a character, an individual, a setting, or a topic
- multiple points of view, feelings, evidence, and ideas
- a literary device, or genre

Read to signal or describe:
- key details, opinions or results; a sequence of events or a chronology, and a connection between characters or ideas
- a cause and effect relationship, and/or the relation between a problem-solution, a conclusion

Read to provide:
- context clues or textual information to find meaning
- language imagery to find meaning, or the impact of words in a text

Read to determine and establish:
- the development of story, and/or a sequence of events
- the relationship between problem and solution, or
- significant connections between topics, characters, ideas,

Writing

Write and produce:
- a clear introduction or logical orientation of ideas, with linking words or phrases to connect and develop ideas
- concluding words or phrases

Write and provide/describe:
- an individual, an event, a place or an idea precisely with details
- using grade-level Tier 2 words

Write to establish/develop:
- narrative elements (narrators, settings, characters, events)
- descriptive details to create precise images
- transitions between sequential events and the conclusion

Write to produce/develop:
- relevant information, facts, or examples about a topic
- supportive ideas from a text
- logical transitions between ideas; a logical sequences of information to close a topic or narrative.

| **In Grades 9 —12 Students:** | | | |

Listening

Listen to identify / refer to:
- An aspect of an individual, or an event
- multiple points of view, feelings, evidence, and ideas
- a literary and rhetorical devices, or genres

Listen and provide:
- key details, opinions, results, or temporal markers, or manipulation of time
- connections and relationships, including transitions or redirection of ideas

Listen and provide:
- a context clue, textual information, or language imagery to find meaning
- repeated words or phrases and their impact on the text

Listen and determine:
- the development of story, and/or a sequence of events
- the relationship between problem and solution, or
- the development of an argument, or the development of a message.

Speaking

Relate to others by:
- contributing to conversations
- asking questions about relevant information
- clarifying relevant information
- reflecting and paraphrasing

Express what they think or feel by:
- describing characters, settings people, places, things, events
- conveying relevant details
- retelling a story in sequence
- providing additional details, examples, or facts
- report on a topic with descriptive details
- giving an opinion and provide a reason for it
- interpreting facts and evidence
- using transitions when presenting their points
- conveying reliability or information or evidence presented

Reading

Read and identify or refer to:
- An aspect of an individual, or an event
- multiple points of view, feelings, evidence, and ideas
- a literary and rhetorical devices, or genres

Read to signal or describe:
- key details, opinions, results, or temporal markers, or manipulation of time
- connections and relationships, including transitions or redirection of ideas

Read to provide:
- a context clue, textual information, or language imagery to find meaning
- repeated words or phrases and their impact on the text

Read to determine and establish:
- the development of story, and/or a sequence of events
- the relationship between problem and solution, or
- the development of an argument, or the development of a message.

Writing

Write and produce:
- a clear introduction or logical orientation of ideas, with linking words or phrases to connect and develop ideas
- concluding words or phrases

Write and provide/describe:
- an individual, an event, a place or an idea precisely with details
- using grade-level Tier 2 and Tier 3 words to explain ideas, claims and provide evidence

Write to establish/develop:
- narrative elements (narrators, settings, characters, events)
- descriptive details to create precise images
- transitions between sequential events and the conclusion

Write to produce/develop:
- relevant information, facts, or examples about a topic
- supportive ideas from a text
- logical transitions between ideas; a logical sequences of information to close a topic or narrative.

Informing Our Instructional Journey
By Abby Baruch and Sara Martinez

This brief article will provide a thorough yet straightforward way in which to inform instruction for our ELLs. We are revisiting the Targets of Measurement and the Performance Level Descriptors, how they are aligned to our practice and ultimately lead to a successful outcome for the students taking the NYSESLAT. We will be concentrating on the NYSESLAT, with its alignment to the Common Core Learning Standards and how, with the use of the Targets of Measurements (ToMs) and Performance Level Descriptors (PLDs), teachers can make instructional decisions and connections in order to streamline and target their planning.

Common Core Learning Standard number 9. The CCLS 9 focuses on the integration of knowledge and ideas, and engages students in reading literature and reading for information to develop critical comparing and contrasting skills. And, as students move up the grades these skills evolve into the analysis of themes, characters, events and perspectives.

Step by Step Navigation for Guided Practice

When one travels, plans a trip, or arranges a meeting, a road map is used. We travel from point A to point B to point C, and so on. Currently, most of us engage a GPS; hence, we are thinking of the ToMs as our navigator. The ToMs offer instructional guidance to teachers as they plan for ELLs who will be taking the NYSESLAT. Included on the chart are goals that are grade-level and that simultaneously target each language modality: listening, speaking, reading and writing. To complete the descriptions, these modalities are arranged as productive: speaking and writing, and receptive: listening and reading.

The ToMS also provide guidance about forms of language, for example: kinds of sentences, conversation, letters, and discourse. At the same time, ToMs convey information about language function: purpose, communicating information, reporting feelings and attitudes, using language to drive actions; commands or requests, comparing and contrasting, etc. We must remember that the root of our language teaching is supported automatically by the content or the foundation on which all lessons are anchored. Each ToM includes a general claim or claims, an anchor description of what the child can

STEP BY STEP NAVIGATION FOR GUIDED PRACTICE

1. Select and read a text according to your grade.
2. Decide upon the Common Core focus.
3. Examine the Targets of Measurement for your focus.
   - Read the General claim #1 and 2. NOW decide which general claim & which anchor will give you the language objective.(Ex.) Claim 2 anchor 5* refers to informational text and sequence of events addresses the question.
4. Refer to Targets of Measurement (for either S,W,R,L) the column labeled language purpose and function does not include the precise language and vocabulary for students to use when answering a specific question.
5. Refer to the 5 structures of informational text for the key vocabulary or words that signal each text structure.
6. Write the Language Objective in your lesson plan.
7. Refer to the Performance Level Descriptors (PLDs) for differentiation or language levels.
8. Consider the different types of scaffolding depending on the language level.

do at that grade level, a target of measure for each claim and anchor, the language purpose or function that students should meet and the ELA construct: "I can…" With all this information ask, "*What am I missing to develop a differentiated lesson to meet the needs of the ELLs in my class?*

The final construct of this trip planner is discoverable with the use of the Performance Level Descriptors, otherwise known as PLDs. Think of our travel or ticketing agent as Mr. ToM and the passport as the PLD. Without both our voyage will not be successful. Performance Level Descriptors are the critical lens the teacher uses as he or she determines the most essential strategies for the student in order to leverage that student's achievement in planning. Depending on the student's language level a lesson can include different types of scaffolding. Once a task is selected that task will provide differentiation for instruction at specific levels. The PLDs are aligned to the Common Core and integrate the skills that the student "can do". These PLDs are designated here by a chart that follows the grade bands in the same way they are arranged on the NYSESLAT: K, 1 and 2, 3 and 4, 5 and 6, 7 and 8, and 9 to 12. The Performance Level Descriptors describe what a student can do at each level of language proficiency and anchors instruction to the destination – the ocean liner **NYSESLAT** success. Have a successful journey!

Teaching English Language Learners with the NYSESLAT

By Elsie Berardinelli and Aileen Colón

At this time of year, teachers may be asking themselves, "Will my students be able to demonstrate all they have learned on this year's standardized tests?" Furthermore, teachers of ELLs begin to feel a significant level of stress because, in addition to a school-wide emphasis on preparing students for English Language Arts and Math tests, they must also prepare ELLs for the NYSESLAT, an assessment that measures the level of English language proficiency. No doubt, the students, particularly English language learners, are also being affected by this level of anxiety. *How can teachers ensure that stress does not derail the progress their students have already made?*

In this article, we present a scenario of a teacher who is thinking aloud his process for planning and designing instruction with the NYSESLAT in mind. The driving question is, ***"How do I improve ELL's writing along with preparing them to successfully perform on the writing section of the NYSESLAT?"***

Mr. Morgan is a fifth grade classroom teacher. In his class of 30 students, there are six ELLs at the transitioning level. He wants to prepare his students to show improved outcomes. First, he examines the NYSESLAT test sampler to understand what is expected of the students on the writing portion of the NYSESLAT and highlights what the prompts are and how the tasks are framed for the ELLs. Looking at the short constructed response, students are expected to listen to a non-fiction passage read aloud to them. They are provided with a prompt which reads: "Write one paragraph to tell about an invention and how it helps people. Use information from the passage and your own ideas to support your answer." Students are also provided with a checklist to guide their work. Students need to be able to read the checklist and understand the commands.

Next, Mr. Morgan makes a note of the linguistic demands of the passage that will be read aloud to students, as well as the types of support that are provided (pictures, illustrations, word boxes, glossaries). To further understand what the test item is measuring, he refers to the NYSESLAT ToMs for writing. Following his analysis of the test items, Mr. Morgan focuses on analyzing the student writing samples, as well as reviewing the writing performance descriptors aligned to the ToMs at the transitioning level to confirm that indeed students are at the transitioning level. Keeping in mind what his students can do, Mr. Morgan looks at the expanding performance descriptors and plans lessons, targeting those writing skills that will enable transitioning students to move to the expanding level. (See insert from Nancy Cloud's NYC RBE-RN Regional PD, Session on December 15, 2016).

Below is a recommended writing cycle for teachers to be able to support ELL students with the writing section of the NYSESLAT. There are four stages:
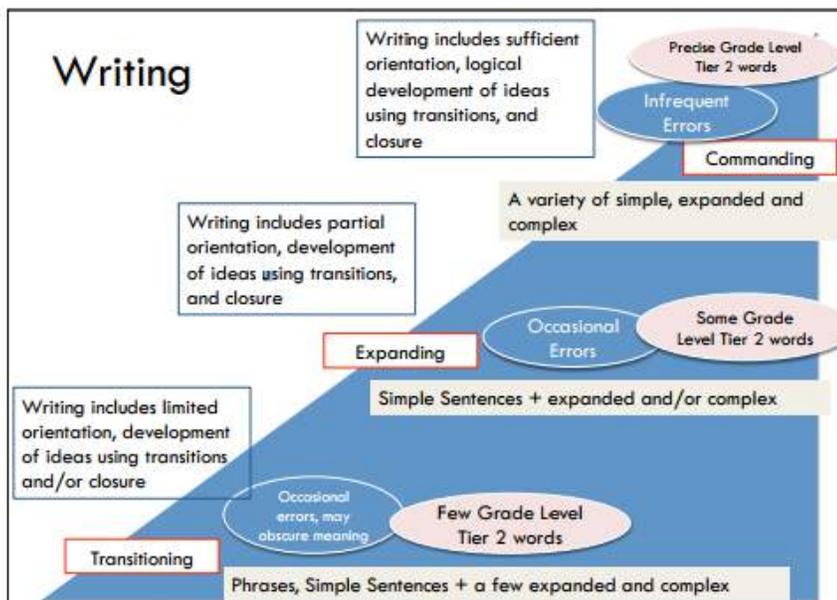
- **Building the Field or Building Background Knowledge** gives the children time to gather information about what they will be writing. Activities include listening to read-alouds, taking field trips, viewing video clips, providing speaking opportunities to process information they have gathered, reading books at their independent level, and note taking. This stage ties in perfectly with thematic Units of Inquiry. The students are already familiar with the unit, the concepts, and the vocabulary.

- **Modeling the Text Type** makes the students familiar with the purpose, overall structure, and linguistic features of the text type they are going to write. Begin by using an exemplar that you will cut apart by separating paragraphs. Model and think aloud your noticings about the structure and language features of the text. (Keep in mind, that for the NYSESLAT students will be expected to write a one or two paragraph descriptive essay.)

- **Joint Construction** of an essay provides both the teacher and students an opportunity to write a text together, considering both the content and the language of the topic. Keep in mind that the NYSESLAT requires students to use information from the passage and their own ideas to support their answer. Be purposeful about using the same wording of the writing prompt as used on the NYSESLAT. Afterwards, provide students with many guided practice opportunities.

- **Independent Writing** requires that students write on their own. To support this process Mr. Morgan provides students with the exact directions, prompts and checklist that students will encounter on the NYSESLAT.

Finally, he designs assessments that mimic the prompts and tasks of the NYSESLAT. He will use these and the NYSESLAT short constructed response writing rubric to gauge students' performance level on writing tasks throughout the year.

This alternative way of thinking and planning takes the place of teaching to the test, and reduces the level of stress. Therefore, become familiar with the text structure and prompts of the NYSESLAT to provide similar experiences for students within the CCLS curriculum, making isolated test prep unnecessary.

Engaging Young Bilingual Learners in Listening Activities

By Deirdre Danaher

Listening is the gateway to understanding and speaking in any language. Young bilingual learners learn primarily by listening to language in use around them (New or Home), while using context to figure out what the spoken words mean (Education Alliance, Brown University, 2017). When looking at the NYS Bilingual Common Core Progressions (BCCI), in both the Home Language and the New Language, speaking and listening can be paired together. Speaking and listening lay the foundation for young bilingual learners to develop their listening engagement, and more importantly, build their listening stamina in the New Language (English).

When planning listening activities aligned to the NYSESLAT keep in mind what young bilingual learners will be expected to do. The BCCI provides appropriate academic and linguistic demands for each specific standard, and the NYSESLAT assesses the progress that students make acquiring English based on these standards. Speaking and Listening Anchor Standards should be used in integrating lessons.

Speaking and Listening Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. This requires active participation in using academic language as students engage in conversations related to a topic, and listening to others speak.

Acknowledging others' ideas: *"My idea is like Maria's in that….";* *"My idea is the same as Maria's because she…"*
Citing other people's ideas**:** *"John said that…"; "Carlos told me that when…"*

Main Academic Demand: Prepare and participate in conversations, expressing their point of view clearly and persuasively: The linguistic demands in the New Language Progressions for Anchor Standard 1 (grades K-2) encourage students to listen for and use words and phrases in conversations, responding to and asking questions, and using words and phrases to express an opinion or point of view.
Using question forms to elicit exchanges after introducing or reading about a topic: "*Do you agree or disagree?: "I don't agree with you on that because…"; "I got another answer…"; "I see it another way…"*

In addressing the Speaking and Listening Standards so, too, does the ToMs whereby students are asked to listen for story features such as character, setting, feelings, main idea, or sequence of events (see page 4). The ToMs and the linguistic demands spiral,

building upon and increasing listening skills that develop into speaking opportunities when learning new vocabulary, words or phrases. The Grade Level Academic Demands should be used.

Grade Level Academic Demands (GLAD) This Anchor Standard asks students to participate in classroom conversations, following the rules of taking turns and engaging with other partners. All three overlap measurably with each other in the development of listening and speaking skills for young bilingual learners.

Example: Rhythm and Music will allow students to listen and move to beats in gross motor activities; hand tapping on one's legs doubles as a kinesthetic listening to varied beats. Have the students sing with you and leave out some of the words and then let them complete the song. For example: An activity such as making butter will allow all students to listen and participate using simple chants as they make butter: *"We're making butter, we're making butter, we're making butter out of milk and cream"*. Substitutions can also be added, 'we're' for he's making butter, she's making butter, X's making butter. All students are listening while fully engaged with the chant structure as well as the process and sequence of making butter. Another variation can be, *"we made butter, we made butter, we made butter out of milk and cream."* The experience in itself will serve as the language to be learned in relation to butter making. Teachers can also think of extending the knowledge on related topics (making cheese, dairy products etc.). *Young children who are learning English are generally visual and kinesthetic learners who learn best when a hands-on product is involved (Nemeth, K., 2014).*
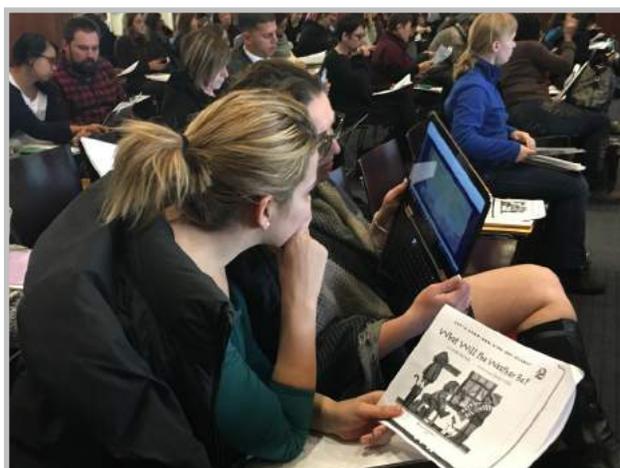
Lissette Colón-Collins, Associate Commissioner, Office of Bilingual Education and World Languages (OBEWL), NY State Education Department addressing the audience at one of the many Teacher Institutes at Fordham University.

Eva Garcia, Executive Director of the NYC RBE-RN –Fordham University, introduces Dr. Nancy Cloud who presented "Pairing Fiction and Non-fiction Texts to promote Language and Literacy while Teaching Science to ELLs in Grades 1-8" on December 15, 2016.

Professional Development for Teachers of Foreign Language. A Collaboration between the NYC RBE-RN at the DELLS Office of the New York City Department of Education. The session was facilitated by Aileen Colón and Dr. Roser Salavert, on December 16, 2016.

A Co-Teaching Sequel entitled, " Collaboration for Language Instruction" facilitated by Andrea Honigfeld, a consultant and a group of teachers from District 20 (in picture on the left), on January 30, 2017.

Dr. Linda Espinoza led a full-day session that focused on the young English Language Learner. The session, "Unleashing the Potential of Young Bilingual Learners: Using Science to Promote Both Language and Academic Achievement" took place on December 19, 2016

Teachers listen attentively to Sonia Soltero, the consultant and author who facilitated the session, " Dual Language Programs: Research, Scaffolds and Best Practices in Spanish", on February 17, 2017

CALENDAR OF EVENTS

NOTE: NYS/NYC RBERN at Fordham University is recognized by NYS Education Department's Office of Teaching Initiatives as an approved sponsor of CTLE for Professional Classroom Teacher, School Leaders and Level III Teaching Assistants.

SESSION	DATE – TIME – AUDIENCE – LOCATION
Co-Teaching & Collaboration *Problem-Solving in the Co-Teaching ENL Classroom* Deirdre Danaher, NYC RBE–RN @ Fordham	**March 2, 2017 (8:30 am – 3:00 pm)** Bilingual Special Education Teachers **Fordham University—Lincoln Center Campus**
NYSABE Parent Advocacy Committee Sessions Eva Garcia, Director NYC RBE–RN @ Fordham Carlos Sanchez, LHV RBE—RN	**March 2 and 3, 2017 (Full-day sessions)** Parents of English Language Learners **NYSABE 2017 Conference – White Plains Crown Plaza**
Oral Language Development *Fostering Oral Language Fluency in the Early Grades* Sara Martinez & Aileen Colon, NYC RBE–RN @ Fordham	**March 2, 2017 (Break-out session)** K–2 Bilingual and ENL Teachers and Parents of ELLs **NYSABE 2017 Conference – White Plains Crown Plaza**
RTI Intervention for ELLs *Establishing Effective RTI Instruction for ELLs* Roser Salavert, Ed.D., NYC RBE–RN @ Fordham	**March 4, 2017 (Morning Session)** Assistant Principals and School Administrators **62nd MSAP Leadership Conference – Brooklyn Marriott**
Long Term ELL Institute *Catching and Stopping Long-Term ELLS* Dr. Nancy Cloud, Consultant	**March 10, 2017 (8:30 – 3:00 pm)** ENL and Content Area Teachers of ELLs, grades 3–9 **Fordham University—Lincoln Center Campus**
Oral Language Development *Inclusive Teaching Strategies for Diverse Learners, K–2* Sara Martinez & Deirdre Danaher, NYC RBE–RN @ Fordham	**March 11, 2017 (am & pm Sessions)** Bilingual Educators of Early Grades **UFT Headquarters at 52 Broadway**
Supporting Teachers of ELLs *Tackling Complex Text for ENL Students* Liz Locatelli, LCI Consultant	**March 14, 2017 (Grades 9–12)** **March 22, 2017 (Grades 3–8)** ENL and Content Teachers **Fordham University—Lincoln Center Campus**
French Heritage Language *The Road to Graduating with the NYS Seal of Biliteracy* Roser Salavert, Ed.D., NYC RBE–RN @ Fordham	**March 21, 2017 (Evening Session)** Alumni and Parents **'Oui Work' Festival—French Embassy, NYC**
Literacy Institute *Going Deeper with Academic Discourse:* *The Power of Conversational Skills to Support Language* Keynote: Dr. Ivannia Soto, Consultant	**March 23, 2017 (8:30 am – 3:00 pm)** Bilingual, ENL and Content Area Teachers of ELLs **Fordham University—Lincoln Center Campus**
Home Language Development *Unpacking Home Language Arts Progressions for* *Home Language Instruction* Sara Martinez & Elsie Cardona, NYC RBE–RN @ Fordham with Bronx Office Field Support Center, NYC DOE	**March 24, 2017** **Grades K–2, 8:30—11:30 Session** **Grades 3–5, 12:30—3:30 Session** Bilingual and Dual Language Teachers **1230 Zerega Avenue, Bronx**

For information & registration:

Please contact **Sarai Salazar** at 718-817-0606; email: nycrbern@fordham.edu

For resources and copies of institute presentations: go to: www.fordham.edu/rbern